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ABSTRACT

This report describes and evaluates a pilot Outward Bound program undertaken by 24 students of the State University of New York at Buffalo as an adjunct to the inner-city teacher preparation program. It was believed that such a program by testing participants to their limits both physically and psychologically would better prepare them to survive stress, control their emotions, and work well with other people. The evaluation of the program was by means of a) a faculty questionnaire with 65 questions prepared by the faculty and completed by the students, b) a student questionnaire with 24 questions prepared by a volunteer group of students and completed by students, and c) the Thurston Temperament Schedule administered to the students as a pretest and posttest. Results from all three instruments are included and show that the program was a beneficial experience in regard to personality characteristics and in the improvement of faculty-student relationships. More teaching of skills and group leadership by program leaders is recommended, together with more emphasis on health and sanitary considerations. The document also includes newspaper reports on the program, students' reactions, and a reading list. (MBM)

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AN ANALYSIS OF AN OUTWARD BOUND EXPERIENCE AND ITS RELATIONSHIP TO TEACHER EDUCATION

Office of Teacher Education
Faculty of Educational Studies
The State University of New York at Buffalo

ED 061160

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AN ANALYSIS OF AN OUTWARD BOUND EXPERIENCE AND ITS RELATIONSHIP TO TEACHER EDUCATION

A cooperative venture between the Office of Teacher Education, The Professional Health, Physical Education, and Recreation Program, the Faculty of Educational Studies, the State University of New York at Buffalo and the Dartmouth Outward Bound Center and Outward Bound, Inc.

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PART I

INTRODUCTION

INTRODUCTION AND GENERAL BACKGROUND

The pilot Outward Bound Program experienced by 24 students from the State University of New York at Buffalo is detailed and evaluated in this report prepared by the four State University of New York at Buffalo faculty members who accompanied the students for segments of the Outward Bound experience.

Dr. Herbert Foster, the initiator of this project on our campus, recognized the potential value of an Outward Bound-like experience as an adjunct to the inner-city teacher preparation program at State University of New York at Buffalo. After preliminary contact with the Outward Bound National Office, Dr. Foster solicited faculty support of the proposed project. It was the consensus of the interested faculty that such an experience would certainly prove to be relevant to the curricular goals of two ongoing teacher preparation programs - specifically the inner-city program and the Professional Health, Physical Education, and Recreation Program.

State University of New York at Buffalo's participation in the pilot program was conceived as a cooperative effort with National Outward Bound and Dartmouth Outward Bound that would possibly result in the development of an Outward Bound type program at Buffalo or elsewhere in the State. In November, Robert Lentz visited our campus to discuss Outward Bound in general and to explore some of the possibilities for involvement in the program by our campus. It was concluded that evaluation of the experience from both the perspective of the students and the faculty was a primary concern since a decision regarding the feasibility of such a program in a teacher education context would necessarily be based on supportive evidence. Part Two of this report details the evaluation procedures utilized and the resulting

data.

Arrangements for the medical examination required by Dartmouth Outward Bound were made with the aid of the Student Health Office. The cost of this examiniation was a student expense. Supplimentary laboratory tests were covered by student insurance in most cases. The only additional cost for participants was for food and lodging expenses incurred going to and returning from Dartmouth Outward Bound Center. The remainder of the expenses were borne by Outward Bound or the State University of New York at Buffalo.

To minimize interference with the students ongoing academic programs, participants were advised to take a lighter than usual course load. The participants could also register for up to eight hours of independent study. Each of the participants was required to discuss the experience with his course professors to arrange for the making up of work missed while away from campus. Several students were eliminated from participating due to a failure to arrange for missed course work.

IMPLEMENTATION

Implementation of the cooperative program was not free of problems. Many difficulties arose because the final notification date regarding approval for the project and the starting date for Dartmouth Outward Bound - 11 left us with approximately six weeks for preparation, three of which our students were not in session.

Actual involvement of students began with a short publicity and recruitment campaign. Informative articles pertaining to the planned program appeared in the January 27th edition of the Buffalo Evening News and in the January 29th issue of our campus newspaper, The Spectrum. In addition, students enrolled in both the inner-city and physical education teacher preparation programs were actively recruited for the experience. The Outward

Bound movie distributed by Outward Bound National Office was also scheduled for several publicized showings.

As a result of the publicity and recruiting, all interested students were directed to report to Dr. Foster's office for preliminary screening. This step was taken to insure us that only bona fide students at the University appeared on the preliminary list. The list was also to be used for selecting students on a priority basis if response was great. However,the authorization to expand our student contingent from 12 to 24 in number gave rise to a different problem-- that of not being able to be selective in recruiting.

As information became available regarding cost, travel arrangements, requirements, equipment, etc., briefing meetings were conducted for students who continued to be interested. All the students were not able to attend all meetings.

At 7:00 a.m. Sunday, February 13, 1971, everyone met at Norton Union for the trip to Dartmouth-Outward Bound. Drs. DeBacy, Loockerman,Foster and Mr. Bartoo provided their cars for transportation. The temperature on the morning of the 13th was five degrees above zero, a foot of snow had fallen, and blizzard conditions prevailed. After a wait and some phone calls, we left for Hanover minus the one student who had left his home for the campus but never arrived.

Driving conditions were extremely hazardous, particularly for the first six hours. Secondary roads had to be used until the open section of the New York State Thruway was reached at Rochester. After approximately 12 hours, we arrived at the Chieftain Motel in Hanover. When everyone was bedded down, the staff drove to Will Lange's home to meet with him and Bob MacArthur, Outward Bound, Dartmouth-11 course director. We discussed the plans and learn-

ed that high school students would also be on the expedition.

The next morning we arrived at the Dartmouth Outward Bound Headquarters at 8:00. Everyone gathered in a lounge where introductions were made and participants were divided into their gangs (groups). Each gang went to its assigned room to wait for a call to pick up gear. Once gear was picked up and packed, each gang was driven four miles to the Appalachian trail for the three mile hike to Harris Cabin. Snow-shoes had to be used almost immediately as the snow, although packed in places, was about three feet deep.

As each gang arrived at Harris Cabin they picked a spot in the surrounding wooded area and set up their two and three person tents. Gangs were assigned to such duties as loading the sledge at the road, pulling it to the cabin, and then unloading the food or wood pulled, digging latrines, and cooking. The student who did not come with us arrived; he had driven off the road into a snowbank the morning of the 13th.

For the next few days, meals were served in Harris Cabin and gang members became acquainted through various group techniques. Gangs planned their first expedition as to food, route to be taken, and the distance to be traveled. The first gang left Harris Cabin on its expedition on the second day. Within a few days, all gangs had pulled out.

On the fifth day, the University of Buffalo staff dropped off from their gangs for a pick-up to Hanover and their return to Buffalo. Their early departure created some problems among our students and others, who wished to go home too. Three students returned with the faculty, two for bona fide medical reasons. The student who left for other than medical reasons flew back a few days later and eventually completed the course. One student left on the ninth day for medical reasons, and one student left after he was

six hours into his solo.

For the remainder of the Outward Bound experience gangs participated in rappelling, three-day individual solos, a final expedition, and returned to Harris Cabin for the final marathon run and the awarding of Outward Bound certificates. The sequence of the above experiences varied with each gang. Dr. Foster returned to Harris Cabin for the last three days and partcipated in the marathon run. On the last day of the experience all gangs hiked from Harris Cabin to the Outward Bound Office in Hanover, turned in their gear, showered, ate-up a storm, and boarded a bus for Buffalo.

PART II

EVALUATION

METHODOLOGY

The evaluation of the University of Buffalo-Dartmouth Outward Bound experience was carried out through three evaluative procedures.

Of the 24 University of Buffalo students who participated in the experience, 20 completed the Faculty and Student questionniares, and 18 completed the Thurston Temperament Schedule.

Faculty Questionnaire - The 65-question faculty questionnaire was prepared by the faculty and completed by the student participants.

Student Questionnaire - The 24-question student questionnaire was prepared by a volunteer group of student participants and was completed by student participants.

Thurston Temperament Schedule - The Thurston Temperament Schedule was administered to the student participants as a pre- and post-test. The pre-test was administered the evening before the Outward Bound experience started. The post-test was administered to some on the bus returning from the Outward Bound experience. The remainder were completed within a week of returning to the University from the Outward Bound experience.

RESULTS AND METHODOLOGY

Faculty Questionnaire - The questions and response data are grouped and reported in the order that the faculty felt they related to the experience. Comments were added to the data where felt to be appropriate, relevant, or would provide needed explanation.

1. Should we develop a University of Buffalo Outward Bound Program?

	Yes	No	Undecided
Male	9	0	2
Female	9	0	1
TOTAL	18	0	3

2. If yes, should the Outward Bound Program be restricted to U.B. students?

	Yes	No	Undecided
Male	1	6	4
Female	0	7	3
TOTAL	1	13	7

3. Do you feel that Outward Bound is for all students?

	Yes	No	Undecided
Male	4	7	0
Female	1	4	5
TOTAL	5	11	5

4. Where in the University of Buffalo would you suggest an Outward Bound program be located?

	Male	Female	TOTAL
Teacher Education	0	1,1/2,1/2	2
Physical Education	0	0	0
As part of a college	1	0	1
University College	1	2	1
By itself	5	4,1/2,1/2	10
A college by itself	0	0	0
Undecided	3	0	2

5. If we develop a University of Buffalo Outward Bound, should students have to pay something beyond their regular tuition to participate?

	Yes	No	Undecided
Male	2	5	4
Female	2	4	4
TOTAL	4	9	8

6. If your answer to question 50 is yes, about how much should a student have to pay?

Male	Female
1-minimal	1-$25.
1-$40.	1-$50.

7. For the greatest possible gain, where should the Outward Bound trip come in an undergraduate students University experience?

	Male	Female
Intake of freshmen orientation	2	0
Freshman year	1	3
Sophomore year	1	1
Junior year	0	0
Senior year	1	0
Part of Teaching experience	0	1
Other (explain or give some details to the above	0	

These are additional responses that did not comply with the above form.

	Any	Fresh. or Sr.	All	Undergraduate
Male	3	1	1	1
Female	1	0	1	0
TOTAL	3	1	2	1

8. Which season of the year would you suggest that would make for a more valuable University Outward Bound experience?

	Male	Female	TOTAL
Winter	5	5	10
Summer	0	2	2
Spring	0	1	1
Fall	0	0	0
Undecided	3	0	3

Additionally: Two female students chose Summer, Fall and Spring.

9. Do you feel that course credit should be given to students who participate in an Outward Bound experience?

	Yes	No	Undecided
Male	10	0	1
Female	9	1	1
TOTAL	19	1	1

This question may have reflected our students receiving course credit.

10. Should faculty go along on Outward Bound with students?

	Yes	No	Undecided
Male	10	0	1
Female	10	0	0
TOTAL	20	0	1

The faculty concurred with this response.

11. Was any member of the faculty in your gang?

	Yes	No
Male	10	1
Female	10	0
TOTAL	20	1

12. Should faculty go along on Outward Bound as group leaders or students?

	Students & Leaders	Students	Leaders	Undecided
Male	1	9	0	1
Female	0	8	0	2
TOTAL	1	17	0	3

13. Do you feel that your relationship with all faculty who were on Outward Bound is different than before Outward Bound?

	Yes	No	Undecided
Male	9	0	2
Female	6	2	2
TOTAL	15	2	4

14. Do you think your feelings about faculty who were on Outward Bound can be transferred to other faculty who were not on Outward Bound?

	Yes	No	Undecided
Male	4	1	6
Female	0	4	6
TOTAL	4	5	12

15. As a result of a member of the faculty being in your Outward Bound gang, do you feel that your relationship with that faculty person is different than before Outward Bound? (You do not have to name the faculty person)

	Yes	NO	Undecided
Male	4	2	1
Female	6	2	2
TOTAL	10	4	3

16. If yes, how is the relationship different? Explain.

There were no responses to this question.

17. If you could arrange your time, would you like to become an Outward Bound staff member for at least one Outward Bound trip?

A.)	Yes	No	Undecided
Male	9	1	1
Female	7	2	1
TOTAL	16	3	2

B.) If yes, would you demand remuneration?

	Yes	No	Undecided
Male	7	1	3
Female	4	3	1
TOTAL	11	4	4

C.) If yes, what type?

	Salary	Tuition Waiver	Either
Male	3	5	1
Female	1	2	2
TOTAL	4	7	3

18. Was Outward Bound physically rougher, easier, or as you expected?

	Rougher	Easier	Undecided	As Expected
Male	4	5	0	1
Female	6	2	0	2
TOTAL	10	7	0	3

Comments

Female

1. Rougher. Didn't know you had to walk and climb so much.
2. Rougher. I found it physically exhausting for me.
3. Rougher. Maybe I just wasn't in very good shape but for me it was really tough.
4. I didn't have any idea of what I was getting into.
5. Rougher. Cold weather was not expected to be hard on one.
6. Rougher. I never thought I'd be subjected to constant cold and continually walking.
7. As expected. I anticipated a rough time and that's what it was - great! I also expected to learn and I did.
8. Easier. I'd heard that we'd be eventually walking 20 miles a day. It's difficult for me to judge the physical aspects, I sat mostly.

Male

1. Rougher. I didn't know we'd be hiking all day.
2. Rougher. I expected to live in a "Barrack-type" base camp for most of the time.
3. Rougher. I was out of shape.
4. Rougher. I expected they would build up to camping out and hiking in snowshoes, etc.
5. Easier. Thought it would be more intensive expedition and also found it was easier to keep warm than as expected.
6. Easier. I expected more vigorous work than hiking.
7. Easier. I'd heard scary stories of exhausting torture.
8. Easier. I don't remember wanting to give up.
9. As expected. I know what camping is like and I was in fair shape when I left.

19. Was Outward Bound emotionally rougher, easier, or as you expected?

	Rougher	Easier	Undecided	As expected
Male	3	3	3	2
Female	5	1	1	3
TOTAL	8	4	4	5

Comments

Female

1. Rougher. I've never been patient and I had to be. Getting along with people and being honest is hard.
2. Rougher. I guess I didn't think I'd become so discouraged.
3. Rougher. I didn't have any idea of what I was getting into.
4. Rougher. Too much shaking your head at one time.
5. Rougher. Very hard for me because I was unprepared.
6. Undecided. Maybe a little rougher - it was mainly physical discomfort for me. The emotional stress I feel for me was the result of having no say in anything you'd be doing, having to do things at other people's speed for almost the whole time we were there and the question in my own mind why I was there and whether or not it was worth the trouble.
7. As expected. Very hard at times.
8. As ecpected. I wouldn't say it was rough at all - I never thought it would be.

Male

1. Rougher. It took me a little time to adjust to the closeness of people.
2. Rougher. My mind flipped on the solo.
3. Rougher. I had made the commitment to myself in dropping courses and using O.B. to graduate.
4. Easier. I thought I'd be more challenged emotionally.
5. Easier. I expected that I would experience moments of regret or apprehension but it never occurred.
6. Easier. Thought I would be winded almost all the time because of my smoking but wasn't out of breath as much as expected.
7. Undecided. I was pleased by the emotional rapport I developed with others. I got pissed off a lot, though not severely.
8. Undecided. In retrospect a few attitudes at various times could have been different.
9. Undecided. I had no emotional preconceptions.

question 19 con't.

10. As expected. I went to relax and I did.

20.Has the Outward Bound trip had any impact on you emotionally?

	Yes	No	Undecided
Male	9	1	1
Female	8	1	1
TOTAL	17	2	2

Comments

Female

1. Yes. I approach things I dread doing with a little more courage and motivation..
2. Yes. Reactions to people, positive and negative.
3. Yes. More willing to accept unexpected.
4. Yes. It affected by personal life as my husband and I were in separate groups.
5. Yes. I am more sure of myself towards other people; I have a hard time forcing myself to concentrate.
6. Yes. I'm not as defensive in hiding my emotions.
7. Yes. I'm more confident - don't become as excited or worried over things - well - not as much as before I went on the course.
8. Yes. I've been thinking and growing so much my head hurts.
9. No. I feel the course was irrelevent to my personality.

Male

1. Yes. I realize I could benefit from close encounters with people.
2. Yes. I usually walk away from others when there are difficulties.
3. Yes. I feel more sure of my ability to handle stress in tense moments.
4. Yes. A feeling of competence and confusion.
5. Yes. I came out with a definite need for more contact with people.
6. Yes. I feel real glad to have gotten through - often a point of reference for thought.
7. Undecided. Sometimes I feel it has and other times I don't.

21. Has the Outward Bound trip had any impact on you physically?

	Yes	No	Undecided
Male	7	3	0
Female	8	1	1
TOTAL	15	4	1

(con't. on next page)

21. con't.

Comments

Female

1. Yes. I get up earlier and am much more discontent when not active physically.
2. Yes. My ribs still hurt!! Had an on and off cold for 2 1/2 mos.!!
3. Yes. I enjoy doing physical things and have started taking long bicycle trips.
4. Yes. It helped me build up strength but it would have been better to accomplish this over a slower pace and longer period of time.
5. Yes. More arduous.
6. Yes. My physical fitness was increased for the first few weeks after the program. I also gained 7 lbs. and my legs were a lot stronger for a few weeks.
7. Yes. Great feeling but it's gone now.
8. Yes. It's made me love my body more and I'm more willing to take care of it.
9. No. I was physically active before but my activity hasn't changed since my return.

Male

1. Yes. I'm trying to keep in shape.
2. Yes. I do more walking now than ever before and I really enjoy it.
3. Yes. Made my body feel alive.
4. Yes. It proved weight control.
5. Yes. I'm in better shape and more inclined to walk places or take the stairs instead of waiting for an elevator.
6. Yes. The exercise of hiking, etc. had continued up to the present (I have maintained a higher rate of physical activity)
7. Yes. I determined to improve my physical condition.
8. Yes. I feel like I'm in better shape.
9. No. I was in better shape than most of the P.E. majors.

22. Do you think that your present University work or future plans have been effected by the Outward Bound trip?

	Yes	No	Undecided
Male	8	2	1
Female	6	3	1
TOTAL	14	5	2

23. Have any of your habits changed since Outward Bound?

	Smoking:	Increase	Decrease	No more
Male		1	2	1
Female		0	1	1
	Drinking:	-	-	-
Male	Others:	1 (exercise)		
Female		1 (tried new foods)		

24. If you answered yes to your University work or future plans being effected by the Outward Bound trip, how strong has the effect been?

	University plans		Future plans	
	Male	Female	Male	Female
Big change	0	0	2	4
Some change	4	0	2	0
Small change	0	3	0	1
Reinforcing	1	1	2	1
TOTALS	5	4	6	6

25. Do you still see any of your fellow Outward Bounders that you didn't know before Outward Bound?

	Yes	No
Male	10	1
Female	8	2
TOTAL	18	3

26. Do you feel that your interpersonal relationships with your fellow students has improved as a result of Outward Bound?

	Yes	No	Undecided
Male	6	3	2
Female	5	2	3
TOTAL	11	5	5

27. Do you feel that your interpersonal relationships with your sex has improved as a result of Outward Bound?

	Yes	No	Undecided
Male	2	4	5
Female	5	3	2
TOTAL	7	7	7

28. Have your feelings about either or both of your parents changed since Outward Bound?

A.)	Yes	No	Undecided
Male	4	6	1
Female	3	6	1
TOTAL	7	12	2

B.)	Better	Worse	Undecided
Male	2	1	2
Female	2	0	0
TOTAL	4	1	2

29. Have your relationships with your wife, husband, boyfriend, or girlfriend changed since Outward Bound?

A.)	Yes	No	Undecided
Male	4	4	3
Female	6	3	0
TOTAL	10	7	3

	Better	Worse	Undecided
Male	3	0	1
Female	4	2	0
TOTAL	7	2	1

Comments: One of the undecided notes may be referring to a divorce. Therefore, although the response was in the worse category, it may signify the ending of an unpleasant liason.

30. Do you feel that your interpersonal relationships with the opposite sex has improved as a result of Outward Bound?

	Yes	No	Undecided
Male	3	4	4
Female	3	4	3
TOTAL	6	8	7

31. Do you have any feelings about those students who did not complete the Outward Bound experience for reasons other then medical or University commitments?

	Yes	No	Undecided
Male	5	3	2
Female	6	3	1
TOTAL		6	3

32. Should there be Outward Bound refresher courses?

A.)	Yes	No	Undecided
Male	4	2	4
Female	6	2	2
TOTAL	10	4	6

B.)	Male	Female	Total
7 Days	2	4	6
14 Days	2	1	3
21 Days	1	1	2
Other	2	0	2

Comments: One male picked 7 days, 14 days, 21 and other.

33. Which season of the year would you suggest that would make for a more pleasurable University Outward Bound experience?

	Male	Female	TOTAL
Winter	0	0	0
Summer	5	3	8
Spring	1 1/2	1	2 1/2
Fall	1 1/2	1	2 1/2
Undecided	3	2	4

Comments: Two females picked summer, spring, and fall; one female picked spring and fall.

34. Would you like to go on a summer Outward Bound trip?

	Yes	No	Undecided
Male	6	3	2
Female	9	1	0
TOTAL	15	4	2

35. Have any faculty expressed an interest in your Outward Bound experience?

	Yes	No
Male	9	1
Female	9	1
TOTAL	18	2

36. Have your friends been particularly interested in hearing about your Outward Bound experience?

	Yes	No	
Male	8	2	1 (both)
Female	10	0	
TOTAL	18	2	

37. Have any of your friends expressed a feeling that they wished they had gone on the Outward Bound trip?

	Yes	No
Male	9	2
Female	9	1
TOTAL	18	3

38. Have you had any negative experiences related to Outward Bound?

	Yes	No
Male	5	6
Female	3	7
TOTAL	8	13

39. Were you satisfied with your gang leaders?

	Yes	No	Undecided
Male	8	2	1
Female	5	4	1
TOTAL	13	6	2

40. Should the gangs be coed?

	Yes	No	Undecided
Male	11	0	0
Female	10	0	0
TOTAL	20	0	0

41. Were there any high school students in your gang?

	Yes	No
Male	-	1
Female	-	-
TOTAL	0	1

42. Do you perceive more personal gain as associated with:

	Male	Female
A. A University gang	0	0
B. A High school gang	0	0
C. Faculty & Students gang	2	4
D. Other	7	4

The "Other" responses were as follows:

University & High school	2	-
University, High school & faculty	1	0
Mix	5	4
Undecided	0	1

43. Knowing what you know now, would you still have gone on the Outward Bound trip?

	Yes	No	Undecided
Male	9	0	2
Female	6	2	2
TOTAL	15	2	4

44. Knowing what you know now, if you had the money and time, would you go on an Outward Bound trip?

	Yes	No	Undecided
Male	7	3	1
Female	8	1	1
TOTAL	15	4	2

45. Were you at all apprehensive about your going on Outward Bound once you signed up?

	Yes	No	Undecided
Male	5	5	1
Female	1	7	1
TOTAL	6	12	2

If yes,

	Male	Female	TOTAL
Very apprehensive	0	1	1
Some apprehension	1	3	4
A little apprehensive	3	3	6

46. Did you expect the Outward Bound trip to be what it turned out to be?

	Yes	No	Undecided	As Expected
Male	0	9	2	0
Female	1	7	1	1
TOTAL	1	16	3	1

Comments

Female

1. Undecided. I really didn't know what to expect - my mind was open for something.
2. Yes. I anticipated a rough time and that's what it was - great! I also expected to learn and I did.
3. No. I thought it would be more instruction on survival skills and less hiking and sleeping outside.
4. No. I had no idea what to expect.
5. No. Thought it would be better.
6. No. I expected more survival training and being taught.
7. No. I got alot more out of it that I expected.
8. No. I expected more group discussions about the goings on of the day.
9. No. Expected much easier.

Male

1. Undecided. Wasn't sure just what to expect.
2. No. I expected more skills taught and more mountain climbing instead of hiking.
3. No. I didn't know what to expect.

ques. 46 con't.

4. No. I thought there would be more hiking, some skiing, and some climbing of the Presidentials - generally a more intensive expedition.
5. No. Thought it would have more classroom type instruction.
6. No. I never expected or wanted bronchitis.
7. No. Thought of it as simply wilderness training.
8. No. Thought there would be more dangerous activities, i.e. cliff scaling and others.
9. No. I thought it was more of survival training.
10. No. I expected acadmic discussions in the wilderness, drawing analogies to living in society.
11. No. I expected more emphasis on survival skills.

47. Was there any time when you thought "you couldn't take it anymore" and you were ready to quit?

	Yes	No
Male	4	6
Female	7	3
TOTAL	11	9

If yes, approximately how many times and at what activity?

1. When absolutely exhausted - twice.
2. Many times - mostly hiking and at various other times during other activities.
3. During Franconia stay (halfway through and immediately before final expedition - also that last day I was really sick during the seven miles back.
4. All the time.
5. Hiking and being cold at night. Since I was only there five days and left on the 5th I can't say anything!
6. Twice. Once on basic and once on Liberty Mt.
7. One or two; exhaustion from hiking and cold.
8. Only once - close to the beginning of the basic expedition.
9. Whenever we were told to do something that seemed absurd.
10. Every night while waiting for supper.
11. Twice each day.

48. Could you make any suggestions for improving Outward Bound?

1. Older group leaders and varied activities.
2. Human Relations Workshop.
3. Better medical facilities should be available for emergencies.
4. Not to try and push students but to let them get to know one another through conversation and not only how they work.
5. Eliminate structured debriefings.
6. Make it less dogmatic.
7. More emphasis on actual survival techniques (food sources, warmth without machine products such as tent and sleeping bag).
8. Most importantly teach students judgment by having a more extensive and intensive expedition plus more safety, axemanship, climbing, survival skills being taught plus they could have been more conservation-ecology minded.
9. In regards to diet, better, healthier foods should be provided.
10. Less torturous hiking. I had to cultivate my masochistic side to endure it.
11. Make the gangs a mixture of all types of people and devote more time to the understanding of human progress going on.
12. Experienced personnel - not a winter course.
13. The first expedition - individual groups, then before final without the leaders, have at the time all groups go to the same place - interaction between faculty only, students only, boys only, girls only, etc. Keep the marathon, etc.
14. More varied activities - not so much hiking.
15. A proper diet - no candy - rice, vegetables.
16. At least one fully qualified instructor per gang.

49. What was your one most tramatic experience on the Outward Bound trip?

1. There was no "one most" - they all were at the time.
2. Rappelling.
3. Diarrhea and frostbite experienced on final expedition.
4. When I almost cut my finger off on solo. Because for a second I panicked and grabbed for the whistle. By the time I got the whistle, my senses came back and I was able to handle the situation by myself.
5. Falling in the snow while going to the bathroom.
6. Flipping out on my solo.
7. My trip to the doctor's office.
8. An evening when we (as a gang) decided to go counter to the wishes of our leader.
9. God, I don't remember any except when I yelled, "I love carabiners," when I didn't have any of my body rappelle.
10. Internal negative experience - realization of a few situations I didn't measure up to in diplomacy and interpersonal communication.

ques. 49 con't.

11. Smelling the outhouse, sleeping in a frozen bag.
12. When I cried up on Liberty Mt. because my hands were so cold and I couldn't get them warm.
13. Getting sick!
14. There was two - one was going off the cliff, the other was on basic when I was so tired and I couldn't catch my breath.
15. Rappelling.
16. Hiking with a pulled muscle.
17. All related to my knee - probably the confrontation I had with my gang after dancing the Hora.
18. Fear - at many times, for safety, for being alone, for being away from help and communication.
19. The first day was kind of shocking - when I realized what we'd be doing.
20. I think rappelling was a very emotionally strenuous experience for me.
21. Rappelling.

50. What was your one most rewarding Outward Bound experience?

1. Graduation and completing final.
2. Rappelling.
3. Looking back at Smarts Mt. the next day as we hiked away from it.
4. Getting to go on the trip, and getting to know all the students, faculty, and staff cause they are a great bunch of people.
5. Making friends with and liking a person I couldn't stand when I met him and for a long time after.
6. The feeling of returning from the bummer as I left my solo sight - pure ecstasy.
7. I can't name just one thing. There were many things that were the greatest experiences of my life, the others were just some of the best times I've had.
8. An evening when we (as a gang) decided to go counter to the wishes of our leaders.
9. I don't know.
10. The snowshoe race.
11. Meeting and liking other people besides myself. Having my hair brushed for the first time sitting around fires.
12. Idea that my being there was in some way helping the gang function more efficiently.

ques. 50 con't.

13. Getting to know all the people - esp. my gang members who were really "together" and helped me a lot.
14. Solo.
15. Rappelling by all means.
16. Herb Foster. Meeting and knowing him - great guy.
17. Feeling that my gang really wanted me to be with them even though I could't walk.
18. The happiness of our gang on final and at the end.
19. My most enjoyable were snowshoe sliding and rappelling - I think.
20. There wasn't an outstanding experience but several rewarding experiences.
21. Doing it.

51. How did you find out about the University of Buffalo Ourward Bound Project?

1. Announcement at University.
2. A notice on the bulletin board in the gym, classmates and Dr. DeBacy.
3. Spectrum article (mentioned by seven students).
4. H.P.E.R. Dept.
5. Atypical Education class.
6. From Dr. Herbert Foster (mentioned by two students).
7. A friend mentioned it (mentioned by two students).
8. From Dr. Foster when he spoke at Dr. DeBacy's class.
9. Discussed in class after reading of it in newspaper.
10. From other students that were going on the trip.
11. Through Henry Bennett, a fellow ethos reporter.
12. Ed. Soc. Class.
13. Spectrum & Clyde Oliver.

52. Did you have to give up any of your courses to go on Outward Bound?

	Yes	No
Male	10	1
Female	4	6
TOTAL	14	7

53. Where you received permission to make up course work that you would miss while on Outward Bound, did you have a problem in making up the work?

	Yes	No	Undecided
Male	5	4	2
Female	4	5	0
TOTAL	9	9	2

54. How many credit hours should be given?

	4	5	6	7	8	Other
Male	1	0	1	0	3	13
Female	2	0	1	0	4	1
TOTAL	3	0	2	0	7	14

Additional suggestions:

	4 to 6	4 to 8	6 to 8	4 to 16	12
Male	1	-	3	1	1
Female	-	1	1	-	-
TOTAL	1	1	4	1	1

55. Could you suggest any way of making an Outward Bound experience relevant to course work?

	Yes	No	Undecided
Male	6	3	1
Female	3	2	2
TOTAL	9	5	3

56. Had you ever heard of Outward Bound before the University of Buffalo Outward Bound project?

	Yes	No
Male	9	2
Female	1	9
TOTAL	10	11

57. Did we prepare you adequately for the reality of Outward Bound?

	Yes	No	Undecided
Male	1	4	6
Female	1	8	0
TOTAL	2	12	6

58. What could we have done to better prepare you for the reality of Outward Bound?

Comments

1. Experience it yourself.

CAMPING SKILLS

59. Had you ever slept in a tent before?

	Yes	No	Undecided
Male	7	3	1
Female	7	3	0
TOTAL	14	6	1

60. Had you ever cooked out before?

	Yes	No	Undecided
Male	8	2	1
Female	6	4	0
TOTAL	14	6	1

61. Had you ever carried a pack before?

	Yes	No	Undecided
Male	8	3	1
Female	1	9	0
TOTAL	9	12	1

62. Had you ever hiked in the snow before?

	Yes	No	Undecided
Male	5	5	1
Female	1	9	0
TOTAL	6	14	1

63. Had you ever been on snow shoes before?

	Yes	No
Male	2	8
Female	0	10
TOTAL	2	18

64. As a result of Outward Bound, do you think you developed an interest in camping or hiking?

	Yes	No
Male	8	1
Female	8	2
TOTAL	16	3

65. As a result of Outward Bound, do you feel that ecology has any more meaning for you?

	Male	Female	TOTAL
Yes	9	6	15
No	0	0	0
Same as before Outward Bound	1	4	5
Undecided	0	0	0

Student Questionnaire - This 24-item questionnaire was designed and answered by the student participants. Since the questionnaire does not lend itself to a statistical reporting of data, the question will be listed and followed by all of the students responses to that question.

1. What did you expect to get out of Outward Bound before you went?

A. I had only heard about the program a few days previous.

B. I hoped to become more independent in my thinking and my ways. Also I hoped to build up my confidence in myself as a person.

C. To learn something about winter camping and survival.

D. I had almost no pre-conception of Outward Bound. I expected nature and cold and stress and fun.

E. A realization of my limits.

F. I hoped to become a better teacher.

G. Enjoyable time, and learn something about myself.

H. I expected to learn some skills in living outdoors coupled with an academic forum to discuss the similarities between outdoor living and and society as we know it.

I. Survival training under various conditions.

J. Self-knowledge, new confidence.

K. A rugged, physically and emotionally challenging experience in wilderness survival.

L. A winter outdoorsmanship school (more hiking, climbing higher, i.e., the presidentials, skiing) and generally a good preparation for a winter out West.

M. Knowledge of survival skills and maybe some increase in fitness.

N. A change of pace, a new experience.

O. Lose 20 lbs., camping experience, three weeks off from school.

P. I expect to get a more thorough understanding of myself.

2. What did you actually find?

A. The new experience - the unknown.
B. Great people, especially Will Lange and his wife! I found challenge, friendliness, togetherness, and love and understanding.
C. Some of this but not as much as I expected.
D. I found warmth and beauty in unsophisticated luxuries. I found out things about myself that I could never admit.
E. A very hard, rigorous course, often unpractical.
F. I was learning about myself and my ability to relate to people and in this way learning to becoming a better teacher.
G. An appreciation of the outdoors, and other people (I formerly would have disliked), confidence in myself.
H. A largely technique-learning course in outdoor life with some emphasis on group dynamics.
I. Mildly rigorous conditions and bits and pieces of myself as seen out of context.
J. The above, but also a great feeling of physical toughness and exhilaration, pride, and an abundance of trying and painful experiences sometimes without justification.
K. It was less challenging than I had expected physically, but more so in terms of emotions and personal relationships.
L. I found the above lacking as well as any basic ecological and/or conservation background missing. The basic climbing, safety, survival (although a little hard).
M. It was more like a winter camping course emphasizing hiking and group cooperation.
N. An extremely difficult physical experience.
O. No toilets or sleeping facilities, group leaders lacked experience.
P. I found out how to live with people and expand from my shell - I have a better understanding of myself but not a whole lot.

3. What were your most positive experiences?

A. Learning to camp in the winter.
B. Being "helped" by other gang members when I was sick. When I started coughing with those terrible chest pains and then looked up to see a blazing fire, hot tea, and a concerned gang. It was an unbelievable experience.
C. The fine group interaction of my gang.
D. Solo.
E. Fighting cold.
F. Yes.
G. Eating, sleeping, working and playing with group members and an overwhelming sense of well being, the beautiful surroundings and myself.
H. My "draft physical" solo, and my basic.
I. Finding that people saw me as leader type, realizing that I had become complacent with my self-image and subsequently I knew,if I was not constantly self-critical, I would stagnate.
J. To know I did it and didn't quit although I really wanted to. The scenery was so beautiful and the experience fantastic in impact and richness.

K. Looking back at Smart's Mountain and realizing we climbed it.
L. Don't really know or remember, I think most of it was ± for me.
M. What I enjoyed most was the little free time we did have, snowshoe sliding and rappelling. I also got a certain amount of satistaction after completing something that was really difficult - actually relief and satisfaction.
N. Rappelling.
O. Snow shoe race, final expedition.
P. The tremendous feeling of sharing with strangers.

4. What was the worst bummer?

A. ?
B. Freezing at night.
C. Having some of the gang members "drop out."
D. ?
E. Not enough individual time.
F. Continual hassle with one guy in my gang.
G. Degenerating into thinking and using words like bummer, loss of communicating through "real" group encounters, i.e., debriefings which totally destroyed the communication that could be developed during the day.
H. My first night out and rappelling.
I. Having to leave the woods.
J. Feeling so sick on the final walk back to Dartmouth that I couldn't really enjoy it. Feeling so cold and depressed at Liberty Mt. and Fraconia Camp.
K. Diarrhea and frostbite experienced on the final expedition.
L. No really big bummer, except that solo was bit boring and rappelling from the Franconia Ridge was bit disappointing (mainly because I was standing there freezing).
M. The whole thing got to be too much of the same routine day after day, with too much hiking, never any time to yourself except the solo which went to the opposite extreme and always something to do or some place to go. I also could have lived without dragging supplies from the road.
N. To be so tired and not be able to catch my breath.
O. Climbing Half Moon and sleeping in a wet bag and couldn't sleep.
P. The feeling that it's not going to get any warmer when I was really cold.

5. If you were directing an Outward Bound Program for next year's students, what would you change in the course to improve it?

A. More time for open discussion.
B. _____
C. More discussion about winter survival.
D. Pre-course lectures including expectations and objectives.

question 5 con't.

E. It would not be in the winter and less group time.
F. More physically strenuous.
G. Eliminate formal debriefings and have all groups have a mixture of ages.
H. I would supply leaders with nore expertise in human relations.
I. I would replace one of the two assistant instructors with some more experienced personnel.
J. Better safety get rid of some of the drudgery - have more time to enjoy the places we were at and to have free time to spend with our group or leaders - less time walking, etc., or more time by fireside while we're not too tired.
K. Less hiking for the sake of hiking, more " initiative tests" and pre-course readings, and a longer, full- semester program with appropriate credit.
L. Add the above plus teaching students judgement in the outdoors via a more intensive and fulfilling expedition.
M. More varied activities and less hiking, not such a rush, rush, rush, attitude, instructors who could instruct you more about nature and the outdoors and teach you more about survival and not merely winter camping.
N. I couldn't say.
O. Experienced leaders, more technical training, and less sleep.
P. Along with the physical ruggedness, I would want to dig deeper into the reactions of people living in this new environment. This can be done by daily debriefings.

6. Should there be prerequisites for admission to the program, such as readings, good physical condition, etc.?

A. Yes, both.
B. I think perhaps the most important is good physical condition. Take it from one who knows!
C. Perhaps a short period of physical conditioning.
D. No. I think the student who has a good reading background and is in good physical condition has an advantage and might get more out of it, but I think anyone could benefit.
E. Good physical education but I don't think much else would make a difference.
F. Moderately good physical condition. No.
G. No.
H. No.
I. Only the desire to go.
J. There should be recommended readings and some physical.
K. Both readings and adequate physical condition would be of great benefit.
L. No, no, no, except good physical condition, although that's really superficial.
M. I'd say good physical condition is necessary and readings could add to your total experience.

N. No.
O. Prior physical conditioning ex. treadmill.
P. Everyone should be made aware of exactly what their getting into instead of going into the thing blind like we did.

7. Have you noticed any changes in yourself since the trip?

A. At first the only remaining change is the desire for more winter camping.
B. Definitely more independent - not afraid to try things I'd normally be afraid of.
C. More confidence about chosing my own "direction."
D. Yes.
E. Not permanent. Maybe a little more unsure of myself.
F. Yes.
G. Yes, more confidence, increased strength and changed attitudes towards people in general.
H. Slightly more patient with hard tasks.
I. I do more, think more, change more can't take routine as well.
J. A hard time readjusting. The days are sort of empty and classes dull.
K. Better physical condition, more open and natural when meeting new people.
L. Not really, not at least any obvious ones.
M. The first week I was back I appreciated things I usually take for granted a lot more, such as running water, stoves, regular clothes, heat. I also felt like doing a lot of physical things - jogging, paddleball, etc.
N. Yes, I have more confidence in myself.
O. More independent, and more interested in camping.
P. I'm a lot more tolerant of other's faults.

8. Have other people noticed any changes in you since the trip?

A. I think many people were quiet and introspective upon returning, myself included.
B. Yes, my fiance says I think for myself more, believe in myself more.
C. I don't know.
D. Yes.
E. No.
F. Yes.
G. Nothing mentioned to me.
H. Not really.
I. Some thought I had a chip on my shoulder.
J. I don't know but some people were surprised I made it.
K. Since the ethos articles, they perceive me as more rugged and knowledgeable about woods-lore and ecology.
L. I'm not sure, if yes, they haven't made it known to me, at least.
M. No, except 7 lbs. more weight.
N. Yes, my roommates feel I am more confident also.
O. Yes, more independent.
P. No one has mentioned any.

9. Has the open "encounter" atmosphere of the group carried over into other relationships?

A. Not really.
B. Yes and no, depends what type of people you are with - for some people it is easier to be open - while others have a problem.
C. Some.
D. Yes.
E. No.
F. Yes.
G. No.
H. I've tried to bring it into play with my peers.
I. I miss them because open encounter must be a two-way street and here it's mostly one way.
J. Thank goodness no.
K. Yes, I seem somewhat more frank and open with people now than before the trip.
L. No and I don't really and shouldn't consider those.
M. No, I don't think it was really present then.
N. I think I had that atmosphere before.
O. No, I don't believe in it.
P. I feel like being more open with my friends and really letting them see what I'm like instead of hiding behind a screen.

10. Is this a good thing for any teacher?

A. Probably.
B. Yes, but unfortunately most people are not used to such openness they are afraid to let their feelings be known - at times it is difficult for me to reach people - they think I am too open - too free.
C. I think so.
D. Yes.
E. Doesn't make much difference.
F. Definitely.
G. Yes, it allows you to throw aside personal prejudice and enables a person to reach another.
H. Good for any field.
I. A teacher must be aware of himself and his students as people. Outward Bound can do it.
J. Very good. Teachers and students together would be ideal as long as they were forced to be completely on equal terms, sharing equal burdens, etc.
K. The experience would probably help most teachers to relate better to students and to have more physical self-confidence.
L. Sure, it's good thing for anybody and anyone.
M. I think it's irrelevant to teaching.
N. Only if the teacher wants it.

question 10 con't.

O. No, you'd cut down field by about 3/4.
P. You better believe it! But they've got to want to learn new things about themselves and human relations to make it work.

11. Your teacher?

A. Probably.
B. ?
C. Yes.
D. Yes.
E. I'd like to see some make it, if they could.
F. Yes.
G. They could all use it.
H. _____
I. A teacher must be aware of himself and his students as people. Outward Bound can do it.
J. Yes.
K. The experience would probably help most teachers to relate better to students and to have more physical self-confidence.
L. Ha, Ha, which one? (sure, it's good thing for anybody & anyone).
M. _____
N. _____
O. Some.
P. The way I feel now I'd want my teachers to feel the same.

12. You as a teacher?

A. Probably.
B. In some ways I have tried to be more "open" with my class. It's difficult at times because you think you have to portray the "teacher" image.
C. Yes.
D. Yes.
E. Not relevant to me.
F. Yes.
G. Yes.
H. _____
I. Yes, it made me more aware of other people's needs, differences.
J. Yes.
K. The experience would probably help most teachers to relate better to students and to have more physical self-confidence.
L. Ha, Ha, which one? (sure, it's good thing for anybody & anyone).
M._____
N._____

question 12 con't.

O. Definitely!
P. It has definitely helped me because I can now understand students a little better.

13. Anyone else?

A. Most people could benefit.
B. My fiance - I've learned to be freer and more open with him - it's done wonders for our relationship.
C. Anyone who could physically handle it.
D. Yes.
E. Not really.
F. Families together! Anyone!!
G. Yes, everybody would get something.
H. _____
I. I can't think of any whom it wouldn't be good for.
J. If they are adventurous or want to be, but should not be required.
K. The experience would probably help most teachers to relate better to students and to have more physical self confidence.
L. Ha, Ha which one? (sure, it's good thing for anybody & anyone).
M. It's a unique experience and I guess it depends on the individual - how it will affect him.
N. _____
O. Yes - realize how phony your life is.
P. Definitely - everyone needs lessons in human relations.

14, How would you rate the staff members you had personal contact with?

A. Cordial, friendly, as eager for the encounter as you. If you mean the permanent staff as opposed to gang leaders, I think they (a few) were too aloof. They didn't seem to think we had much to offer.
B. Excellent.
C. As in all things, some better than others from subjective view points.
D. Good.
E. Friendly, warm without Herb Foster I wouldn'g have made it as long as I did. Did not like O.B.'s staff members at all. Too insecure themselves.
F. Highly.
G. Craig, Ron, Emily, Wiler, Will - excellent very conscientious and able people.

question 14 con't.

H. Sincere people.
I. Jeff Rogers has the makings of my kind of teacher. Jeff Davis asked some good questions but he didn't let many hear hem, Craig and Baby Huge Thompson both seemed knowledgeable. I would like to have known them better. I didn't know Bob McArthur could sing. Peggy seemed too good for my scepticism.
J. [illegible]n, Craig, Bob McArthur, Peggy - they were fantastic and really gave me confidence that the course was not crazy, but valuable.
K. I wish Bob McArthur had talked with us more like the day we went on solo-that helped.
L. Most were adequate, but seemed unsure of what they were trying to do and how to do it.
(Emily excluded) So, I found some of them sluggish and lazy (which living long stretches in the woods does to you), but at their best they weren't willing to do their share of the work - most importantly some lacked enthusiasm and willingness to teach skills.
I didn't really think the group leaders were prepared to tell us about a lot of things we would have liked to know. The staff seemed to think the whole program was totally enjoyable and we should all be cheerful and enthusiastic about it.
M. They were great people but inexperienced with group interaction.
N. Average to poor. So sold on O.B. couldn't relate to those who were having trouble.
O. I would not consider them any more knowledgeable than myself after one course.

15. What could be done to make the staff more effective?

A. It would be difficult unless they were professional.
B. _____
C. Perhaps a little more "visiting" around the groups to talk about winter survival and ideas central to that theme.
D. ?
E. Have staff members at least college grads.
F. Less distant from the group, more involved with them.
G. Have them tell you what's going on.
H. I don't know where they would need to be more effective - goals?
I. Expose them to as many stimulating situations as possible.
J. It was very good when they travelled with us or were at camp with us to watch and speak with us outside of the cabin. But the meetings of everyone in cabin were very uplifting too.

question 15 con't.

K. They should have more experience and preparation for the course.
L. Obviously make the course more extensive and intensive.
M. I just didn't feel that way a lot of the time. Our leaders seemed to look down on us for not enjoying our experience as they did and were constantly reminding us of how much colder and harder their program was.
N. More training.
O. Have staff that isn't permanent and older.
P. Have the "big chiefs" sit in on some debriefing and contribute their thoughts on what we feel.

16. Should the whole group set-up be revised in some way?

A. Yes. There should be mixing of ages - high school, college.
B. Yes - perhaps more contact and communication between the"gangs."
C. No.
D. No - I think it functioned well as was.
E. Yes - more individual time within groups. Consider individuals that will make up the group before throwing people together.
F. I don't think so.
G. My group had mixed ages and I think this was very good.
H. No - the group is a microcosm of society.
I. Yes, a more diverse group of people would add to new insights and perspectives. (Heterogeneous, Phil?) also the groups should contain as many strangers as possible.
J. Just don't get overly competitive and don't make us be strictly segregated by groups when we are at the cabin and main camp.
K. No, the groups were a good idea although there might be some profit in having a more mixed group.
L. Be more specific, I really don't get what you're getting at.
M. I think it was too group centered. Members of different groups should have had more chance to be together. I think there should have been group debriefing as well as with all the groups together. A lot of times you were forced to do things with certain people in your group so you would not form cliques within your group. For example sleeping with different people every night which I thought was kind of silly.
N. No.
O. No, very beneficial experience.
P. I think it should be a mixture of all age groups - high school and college.

17. How much credit should be given for the program?

A. ?
B. 6-10 credits.
C. About 6.
D. 4
E. At least 8.
F, 6-8 credits.
G. I feel it was the best learning experience of my college career
H. Ten credits with a paper/bibliography/ 8 credits otherwise.
I. A great deal, in the least it got us to do an evaluation of it.
J. It doesn't matter, a lot or a little, it would be fair either way.
K. I'd like to see an "Outward Bound semester" with an expanded program and 12-16 hours of credit.
L. Really unsure at the moment (maybe 4-16.2)
M. I really can't say.
N. _____
O. 8 credits.
P. A student should not do this because he has to but because he wants to: no credit should be given.

18. How should the program be evaluated?

A. A written paper in addition to any questionnaires.
B. In terms of growth - personality changes, new feelings, etc.
C. Perhaps gang members could evaluate each other.
D. It's too personal for a subjective evaluation. Self-evaluation should be the only criteria for evaluation.
E. Student evaluation.
F. I don't know.
G. By the participants.
H. As a group - without holding values, if possible.
I. Any and every way the participants see fit.
J. By the kids and the leaders who have seen other groups as well.
K. But it should be done a little during the program, a lot at the day it ends and then a month later too.
L. Letter grades should be provided for those who need them for grad school or University honors, and could be based on a term paper or other project. Others could write up what they gained from the course and have this inserted in their University records with a letter of evaluation by their major prof, or the course could simply be taken on an S/U basis.
M. This is certainly one way, others and how together the group is afterwards (this one, guess isn't), what the individuals got out of the course.
N. By people who are in it.
O. Changes in people and relation to our life.
P. An evaluation given immediately afterwards, reread 2-3 months later, and given another one.

19. Would you do it again?

A. Yes.
B. Definitely.
C. Yes.
D. Yes.
E. No. In summer maybe.
F. Yes.
G. Yes.
H. In a couple of years.
I. Without a moments hesitation.
J. I guess so.
K. Sure, the course was one of my most valuable and memorable experiences at SUNYAB.
L. Sure, if it's in the outdoors.
M. No - takes too much time. Actually I might but I wouldn't pay $400 for it. I'd like to go in the summer.
N. Yes.
O. Yes, preferably summer.
P. Yes.

20. Would you do it again without credit?

A. Hard to say - there should be some acknowledgement of the effort.
B. Definitely.
C. Yes.
D. Yes.
E. No.
F. Yes.
G. Yes.
H. Sure.
I. Yes.
J. Yes.
K. Yes, but the course definitely should carry credit since many students couldn't participate if it didn't.
L. Sure, but most probably a little longer (however, I wouldn't waste a summer at O.B.,only at NOLS.)
M. _____
N. Yes.
O. Yes.
P. Yes.

21. What charge should be made, if any?

A. $40.
B. Difficult to say.
C. Little, if any.
D. Charge should be included in tuition.
E. Summer course.
F. As little as possible so it'll be available for more people.
G, Whatever the individual can reasonably afford.
H. No, if possible.
I. As little as possible.
J. Whatever can be worked out with the individual.
K. None, since this would discriminate in favor of more affluent students.
L. Cheap equipment - $25-$45 a week.
M. I really can't say.
N. _____
O. None, couldn't pay for that.
P. Cut down from the $400 - I would like to see no charge if possible.

22. Would you recommend the course to a friend?

A. Yes.
B. Yes, but I'd warn them that it's hard - you have to be determined to go thru with the course.
C. Yes, depending on the person.
D. Yes.
E. No, not if he were a good friend.
F. Yes.
G. Yes, it would be a good learning experience for anyone.
H. Sure.
I. To all my friends.
J. Yes.
K. Yes.
L. Yes and no. I'd recommend NOLS first.
M. It depends on the friend.
N. Yes.
O. Yes, but not all friends.
P. Yes - especially to my friends I felt were inhibited.

23. Would you recommend the course to an enemy?

A. ?
B. Yes - might make him less uptight - might even get to be friends.
C. Yes, depending.
D. Yes.
E. No.
F. Yes.
G. Yes, it would be a good learning experience for anyone.
H. No - he would be able to handle me better if he were to take the course - he'd also be sharper.
I. Yes, perhaps after the course they would no longer be my enemies.
J. Yes.
K. Yes (it might do him some good and make him friendlier).
L. Oh, come on.
M. Silly question.
N. Yes.
O. Don't talk to enemies.
P. As a result of this course, I feel I could never have any enemies anymore.

24. Please add anything else you feel would be helpful in evaluating the program we were on or in setting up a new one . . . . . .

A. The $40 charge would keep the free riders at bay yet wouldn't be too staggering for the genuinely interested person.

B. Even though I didn't get to finish the course I really learned a lot on Outward Bound. I learned about human relationships - about sharing, experiencing, wondering, fearing, and excitement. It's hard to put Outward Bound into words - I know two things - it's the most rewarding experience I've ever had and I definitely want to go back and finish the course.

C. _____

D. _____

E. In the winter you are too busy fighting cold to give much of a damn about what "depths" the group is reaching. I suggest a summer course. Also I would have experienced staff members if they want to start sensitivity in the wilderness. I think that most of our staff members were very adequate for the job they attempted.

F. _____

G. The course was a good one and I believe that you get out of it what you put into it. The course would be beneficial to any one in some way or another. Also I don't feel the debriefing helped anyone at all. They were nothing but fake. "Honesty" and served to alienate

24. G. continued

people who were developing meaningful relationships on their own. It also disoriented me from the real world and it took a good deal of time to readjust and incorporate the experience. I still don't quite understand what took place.

H. Orientation could use such a course as well as graduating seniors.

I. I think the program had two major parts interacting and reacting with each other, the physical and the mental. Each part was placing the individual against a background of stress and see what there was to see. But, we must remember stress is unique to the individual and what happened at Outward Bound was that a blanket of what "someone" called stress was laid over all of-us some finding it easier or harder than others to get out. I think less emphasis on stress and more emphasis on seeing yourself out of context with your friends and expecting behaviors might prove more enlightening and less confusing.

J. Safety could be improved. There are a lot of things that I would have changed but I'm afraid that would make it softer, so I guess it should be what it was.

K. _____.

L. #1 - look to NOLS for a model.

M. _____.

N. I feel that Outward Bound was a beneficial experience for me. It showed how I am with other people and how the people react to me.

O. Find leaders with more group experience. Add more diversity to program activity and should get a chance to meet people in other groups. We should have more freedom and more activity be each individual.

P. _____.

Thurston Temperament Schedule - Prior to the Outward Bound experience it was hypothesized that some personality changes may occur to the participants. To test this hypothesis, the "Thurstone Temperament Schedule"[1] was administered to all the participants immediately preceding the Outward Bound experience and readministered to the individuals who completed the 21-day course within one week upon their return to the University.

The "Thurstone Temperament Schedule" consists of 140 questions that measure, with a high degree of reliability and validity, seven areas of temperament or commonly referred to as personality traits. The schedule is designed for the reasonably well adjusted individual versus one designed for the psychotic or neurotic individual. The seven areas measured are:

1. Active (A) - A person scoring high in this area usually works and moves rapidly. He is restless whenever he has to be quiet. He likes to be "on the go" and tends to hurry. He usually speaks, walks, writes, drives, and works rapidly, even when these activities do not demand speed.
2. Vigorous (V) - A person with a high score in this area participates in physical sports, work requiring the use of his hands and the use of tools, and outdoor occupations. The area emphasizes physical activity using large muscle groups and great expenditure of energy. This trait is often described as "masculine," but many women and girls will score high in this area.

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1 Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois.

3. Impulsive (I) - High scores in this category indicate a happy-go-lucky, daredevil, carefree, acting-on-the-spur-of-the-moment disposition. The person makes decisions quickly, enjoys competition, and changes easily from one task to another. The decision to act or change is quick regardless of whether the person moves slowly or rapidly (Active), or enjoys or dislikes strenuous projects (Vigorous). A person who doggedly "hangs on" when acting or thinking is typically low in this area.
4. Dominant (D) - People scoring high on this factor think of themselves as leaders, capable of taking initiative and responsibility. They are not domineering, even though they have leadership ability. They enjoy public speaking, organizing social activities, promoting new projects, and persuading others. They are the ones who would probably take charge of the situation in case of an accident.
5. Stable (E for emotionally stable) - Persons who have high Stable scores usually are cheerful and have an even disposition. They can relax in a noisy room, and they remain calm in a crisis. They claim that they can disregard distractions while studying. They are not irritated if interrupted when concentrating, and they do not fret about daily chores. They are not annoyed by leaving a task unfinished or by having to finish it by a deadline.
6. Sociable (S) - Persons with high scores in this area enjoy the company of others, make friends easily, and are sympathetic, cooperative, and agreeable in their relations with people. Strangers readily tell them about personal troubles.
7. Reflective (R) - High scores in this area indicate that a person likes mediative and reflective thinking and enjoys dealing with theoretical rather than practical problems. Self-examination is characteristic

of reflective persons. These people are usually quiet, work alone, and enjoy work that requires accuracy and fine detail. They often take on more than they can finish, and they would rather plan a job than carry it out.

RESULTS

The raw scores of the males and females on the pre- and post-tests for each of the personality traits are presented in Table I and II respectively. To make these scores more meaningful, they were converted to percentile scores from adult norms based on combined office workers and college students. The results of this conversion are presented in Table III. The mean percentiles indicated an upward trend for all traits except for the social trait for men and the active trait for women. To determine if there were significant changes, the *t* test for differences between correlated pairs of means was employed. The results of the data, found in Table IV, indicated the men became significantly more stable while the women increased significantly for the vigorous and stable traits.

DISCUSSION OF THE RESULTS

The results on the Thurston Temperament Schedule for both men and women indicated a wide range on each of the traits measured. The mean percentiles indicated that generally both men and women were above average for the active trait which is characterized by one who likes to be "on the go." The women also displayed a high level on the vigorous trait which is characterized by enjoying physical activity. Having participated in the Outward Bound experience this interest was increased significantly. The only other trait that improved significantly was the one of stability. Stability is characterized by being calm in a crisis

and difficult to disturb or distract. Both men and women were below average before the experience but at the conclusion were average. Surprisingly, both men and women were very low on the social trait before and after the experience with the women improving somewhat, but not to significant degree. However, these low scores may be explained in part by the slightly above average reflective trait. A high score in this area indicates that one prefers to work alone and deal with the theoretical rather than the practical. While on the other hand, a high score on the sociable trait indicates that one make friends easily and enjoys working with others. It is our opinion that the individuals who participated in the experience were not anti-social but chose their friends carefully. This appears to be supported by the below average scores on the impulsive trait especially in regard to the women. This trait is characterized by a "happy-go-lucky" attitude and the desire to make decisions quickly. The men were somewhat lower than the women in the dominant trait which is characterized by leadership rather than being domineering.

In conclusion, based on the pre- and post-test results of the "Thurston Temperament Schedule," the Outward Bound experience proved to be a beneficial experience in regard to personality characteristics. Both men and women were not characterized by high scores either before or after the experience on the traits measured with the exception of the above average scores on the active trait which indicates they enjoy being on the go and the women enjoyed a high degree of physical activity.

PART III

DISCUSSION

Unquestionably, the data and personal comments indicate that the University of Buffalo-Dartmouth Outward Bound experience was a success in many areas. Many student and faculty participants experienced some emotional and/or personal involvement that has been reflected in his or her personal and/or professional life. For many of the students and faculty, Outward Bound provided the cognitive and affective arena for looking and reflecting oneself and moving to some form of action, change, or even reinforcement.

As noted in the reporting of the data from the Thurston Temperament Schedule, "The only other trait that improved significantly was the one of stability. Stability is characterized by being calm in a crisis and difficult to disturb or distract." This data supports the rationale for this pilot study and suggests that the Outward Bound experience provides an excellent growth and learning experience for undergraduates preparing for teaching positions in inner-city schools or, possibly, for teachers already teaching in inner-city schools. One of the reported needs for inner-city schools is the need for teachers who can retain their equilibrium amidst typical unsettling inner-city school conditions. Experience has shown that the teacher's ability to remain calm and in charge often prevents a typical incident from deteriorating into disorder or a negative learning experience.

Some of the students have commented that for the first time since they are in the University they have some direction and feeling about their life's aspirations. For a number of students, the Outward Bound experience, to some extent, provided the impetus to saleable skills. One student has organized and directed a survival program for his local Boy Scout district. Another student is teaching courses in organic survival for one of the colleges at the University. Still another student has received an undergraduate grant

to map and prepare a trail guide booklet of all the trails in the Niagara Frontier of New York State. A number of students were the organizational impetus for a State University of New York at Buffalo camping and hiking club.

One of the faculty participants, who had met with his graduate class twice before leaving for Outward Bound, asked his students, upon returning from Outward Bound, whether they noticed any changes in him? Some of the non-signed responses included, i.e., "You seem to glow," "You seem more relaxed." And, many of his friends and former students suggest that, "Hey, what happened - you look great," "You look different," or, "You've changed," "You look great." This same faculty person is more relaxed, has cut back to a reasonable faculty load, and has returned to some of the camping and hiking he did at an earlier age.

One of the most positive outcomes of the experience were the faculty-student, student-student, and faculty-faculty relationships. The new informal but respectful faculty-student relationships could not have been achieved under normal on-campus faculty-student interaction. The Outward Bound experience provided a most positive vehicle for the achievement of these very personable and human faculty-student relationships. A faculty member, who had spent many years working in public schools where he built some excellent teacher-student relationships, felt he had also achieved this at the University. However, the faculty-student relationship he experienced and developed on Outward Bound made him reflect and realize that he had not developed the same personal faculty-student relationships at the University that he had developed in the public schools.

Additionally, this faculty person has already implemented a required Friday evening through Sunday afternoon, weekend overnight camping experience as part of his graduate courses. He is also planning for the similar

implementation of this requirement for his undergraduate program. He has also overcome his inertia and implemented course changes that he always thought of and planned to do but had never quite done. Additionally, he has included student and faculty input on an ongoing basis in his courses. These changes have been positive to the point where his students evaluated this semesters efforts as "This is the first course I have taken in the University where the course work has been personlized."

Another faculty participant wrote the following about the impact of Outward Bound on him and his thinking:

"I have long felt that one of the most basic problems among people in and preparing for the profession of teaching has been a lack of real communication and sharing with one another for mutual benefit. I felt that the Outward Bound program would provide a vehicle for sharing and communication to occur. I wanted to observe the program to see if it were so.

"Although I expected to be an objective observer, I found myself involved, by mandate, as a subjective participant in the program. A physical handicap prevented me from being involved for more than four days, but during that time I felt, endured, observed, and learned much.

"There were several things that impressed me very much. Within the first 24 hours many of the students had begun to cast off their masks and reveal a self to others around them, a self that showed weaknesses as well as strengths, a self that was more open and willing to share with others to give and get help. I was very impressed by the concern that group members had for one another and the efforts the students made to help those with even the most unlikeable characteristics.

"I was further impressed with the physical and emotional perseverance of the students in the face of hardship that few, if any, of them had ever suffered. I myself found pressures I had never experienced, and I became

completely involved in my group. I was no longer the adult teacher. I was one of a group of people with common problems and goals and we were communicating and sharing much of ourselves.

"I feel that the experience in total, based on my observation, participation, and discussion with students during and after completion of the program, was very worthwhile. It was worthwhile for me because it afforded the opportunity for me to learn things about myself and my students that needed knowing - that I was not relating to them as people as much as I should, that I had strengths and weaknesses in common with many of them, that I was better than I thought I was in some areas and weaker than I thought in others.

"The program was worthwhile for the students for most of the same reasons that it was for me. They began to look at each other with different attitudes. They observed changes in one another and they reflected more about self and others. They manifested new lines, better lines of communication opening up and seemed to relate better to other people as well as those involved in their groups.

"All of us need to relate more to others and see ourselves more clearly. This is particularly true for those in education who would make people their life's work. I found that Outward Bound was a strong vehicle to provide for many a beginning in that direction."

Another interesting point to note is the student, faculty, and outside of the University interest in the Outward Bound pilot study. In addition to the interested students noted in the questionnaire, innumerable faculty approached our faculty's participants with questions, offers of help, and requests that they be kept posted on our progress toward achieving an Outward Bound program. Also, many of us have received one or two inquiries a month from people outside the University who read or heard about what we were doing.

Skills Instruction & Group Leadership

A consensus of student and faculty participants suggests that more teaching of skills should have been encouraged by the gang leaders and taught by either gang leaders or competent gang members. These comments, however, may reflect budget and philosophical considerations rather than fault-finding opinion.

Unquestionably, in an area such as rapelling, skills and safety were taught and stressed. In many other areas, however, neither skills nor safety were taught. At times, some of the staff appeared almost ghoulish when discussing what to do when frostbitten rather than dwelling more upon how to prevent frostbite.

By not teaching more skills, Outward Bound may have philosophically attempted to either increase anxiety on the part of the participants or to have the expression of the need for the skills come from the participants through group action. Additionally, some gang leaders appeared to teach more skills than did other gang leaders. Therefore, the assumption may be made that the extent to which skills were taught may have depended upon the philosophy of each gang leader rather than the direction provided by Outward Bound. Also, we would assume that were more funds available, Outward Bound would have higher qualifications for gang leaders.

It must also be mentioned that in one gang where the gang leaders appeared older and were college students, they gave more direction. Additionally, it was also felt that upon occasion gang leaders did not move quickly enough to caution Outward Bounders, particularly in areas of safety. Two examples of safety and one of skills are provided.

1. At one point the gang walked along an occasionally used road. A gang member asked whether the gang leaders should instruct the gang to walk in a single line facing traffic or whatever was required by the State's traffic laws. Their response was that this was unnecessary.

2. One gang had climbed a high area and after walking along the crest started their ascent. The sun was strong and the snow soft. The gang members began to slide down the mountain joking and playing. There were, however, no clear areas; small and large trees grew everywhere. One of the University of Buffalo participants actually hurt herself - ending with a Summer operation.

Here it is suggested that the gang leaders should have cautioned everyone, and they should not have allowed the sliding and schussing down the hillside.

3. On one of their expeditions, one of the gangs built a tripod over the cooking fire to hold pots and cooking utensils. The tripod was held together with an assortment of entwinned knots. One of the co-leaders was asked, "Shouldn't the gang be taught the proper lash for holding a tripod together?" The response received was negative.

Drugs

There is some evidence from personal discussion with the student participants and the attached paper (see Appendix G) that many of the students, who had been on drugs, have either decreased substantially or have abstained from taking any of a number of drugs, since returning from Outward Bound, i.e., marijuana, hashish, mescaline, and L.S.D.

Whether the reduction or stoppage of drug intake will be long lasting, we don't know. However, there is evidence that, to date, there has not been any recidivism.

Orientation

This is another area that must rely on philosophy for a conclusion. The feelings of participating staff and students was that the orientation was inadequate. Many of the student participants felt that their misconceptions of the actual experience resulted from an unrealistic orientation.

As noted in the Introduction, only a brief period of time was available at the University to make arrangements for the expedition. The Outward Bound

movie (no winter camping scenes) was shown and questions answered about Outward Bound as best as the University of Buffalo staff could do. Some of the participants neither saw the movie nor attended any of the few orientation meetings. In two or three cases, because of dropouts, students only had a day or two days to prepare. In one case it was overnight.

An important question is whether we would have been supplied more information had we had a longer preparation period?

Actually, how much orientation do regular Outward Bounders get? Whether our staff did an inadequate job of explaining with whatever knowledge they had, or our student participants romanticized instead of listening, we don't know.

Philosophically, what we consider a minimum orientation may be more than adequate from Outward Bound's point of view for manipulating a desired amount of participatory anxiety. This may be a desired effect. In a few cases, participants were heard to say, "If I knew what this was like, I would never have gone." Although Outward Bound's guiding philosophy may vary with each Outward Bound director, possibly, our faculty should have been better appraised of the Outward Bound philosophy - if such is possible.

Health and Sanitary Considerations

It is felt that more time should be spent by group leaders in helping gang members understand the necessity for health and sanitary standards and procedures. It seems as though very little, if any, effort and/or time was spent in encouraging or even discussing washing of hands and face, brushing teeth, and in keeping cooking and personal cooking and eating utensils clean and germ free. Not enough effort was made to have the gang members keep themselves reasonably clean.

The area of diarrhea, its prevention and cure, is another area that requires more input. One of our students who ended up with a severe case of

frostbite did so as a result of his having diarrhea. One night, he left his sleeping bag three times and walked barefoot to relieve himself. Consequently,in the morning he had frostbite on his feet and toes.

Some of the causes of diarrhea include different food and water as well as dirty cooking and eating utensils. Consequently, if we can prevent diarrhea, we may also be able to cut down on frostbite. What is being suggested is that the "gung ho" physical aspects of Outward Bound would not be compromised by being balanced with more involvement in the health and safety of oneself. Even healthy animals keep themselves clean. When a person is reasonably healthy and secure he keeps himself clean. It is the person who begins to deteriorate emotionally who usually begins to let himself go from a health and cleanliness point of view.

PART IV

RECOMMENDATIONS

Concerning Outward Bound

From the data, student interviews and discussions, and faculty interviews and discussions, we recommend that there is an important place for an Outward Bound type of experience as part of teacher education. It is suggested, however, that the location of the Outward Bound "office" need not necessarily be located in teacher education. Regardless of its University location, the University Outward Bound should be available to teacher education majors as well as other students, which should provide a good mix of students. We further recommend that whenever a professor, teacher, or some other leader participates with his students on an Outward Bound experience, he or she should do so as a student in the same group with his or her students. We disagree, however, as to whether or not high school students should be mixed with college students and faculty gangs or whether the high school students should participate at all.

Additionally, it is suggested that a meeting be arranged for all interested parties in the State of New York to begin discussions on the eventual location of a State University of New York Outward Bound Center. If the Outward Bound Center has a University base, college, undergraduate and graduate credit could be offered to participants for successfully completing the experience.

We must raise one important question, however. How much autonomy does the Outward Bound Center director have in determining the "skills" to be taught? Or, is there an Outward Bound philosophy related to teaching "skills?" In our opinion, this would be an important determinent in whether we should recommend an Outward Bound affiliation or some quasi Outward Bound model type experience.

Staff

Today's college and high school student demands a mature, well-educated (not necessarily formally), and trained educational leader, teacher, or college professor. This holds whether you subscribe to either a more direct or non-direct approach to leadership.

We suggest that the group or gang leaders have regular faculty appointments or be advanced graduate students with group leadership as well as Outward Bound experience.

Research

We also recommend that a research component be built into a University Outward Bound Center. The researchers could help determine whether those exposed to the Outward Bound experience are actually achieving the suggested objectives. If they are not, change could be ongoing. Additionally, the research could be ongoing for longitudinal follow-up for long range effects on the part of participants.

Alternative Outward Bound Experiences

Alternative experiences should be designed and developed by the Outward Bound school to serve or host a greater number of clients. This would include the length of the experience from a Friday evening to Sunday evening to a 21-day-plus experience. Although the shorter periods are being suggested primarily.

The schedules would range from the "standard" 21-day Outward Bound experience to: 1) a weekend or three-to-five-day experience for a professor and his or her students; 2) a three-to-five-day experience for a school teacher and his or her students; and/or 3) a weekend experience for the professional staff of a department, a school, or a business firm.

Such a program would allow the Outward Bound school, department, or college to provide an Outward Bound type of experience to a greater number

of individuals or organizations. This statement should not be considered as suggesting a "watering down" of the Outward Bound experience. Rather, it suggests that aspects of the Outward Bound experience would be provided for groups or individuals that are unable to remain away, for whatever the reason, for the usual 21 or 23 days.

The Outward Bound experience may play another particularly important role in helping our schools integrate. Many school districts that are integrating their schools either voluntarily or because of a court order, are spending a great deal of money on in-service staff training. In many cases, a goodly part of the in-service program includes a go at some form of human relations and problem solving programming for the professional and non-professional staff. The Outward Bound experience is particularly suited for this. Actually, many of the techniques used by Outward Bound to achieve group cohesiveness, are techniques used by human relations facilitators.

WEDNESDAY, JANUARY 27, 1971

24 UB Students to Undergo Special Wilderness Survival Test

Twenty-four students from the State University of Buffalo are scheduled for a grueling three weeks in the wilderness beginning Feb. 15.

The students, half of them in teacher education and half in physical education, are scheduled to travel to Hanover, N. H. to participate in an "Outward Bound" experience at the Dartmouth Outward Bound Center.

* * *

OUTWARD BOUND grew out of World War II, when the British noticed their young sailors were not striving to save themselves when their boats sank. The older sailors struggled and survived.

To answer the dilemma the first Outward Bound program began in Wales — a course which challenged the participants and helped them to discover their physical and mental limits.

In the early 60s the idea was brought to the U. S. and the first American school opened in the mountain wilds of Colorado. Since then four other centers have opened.

In a typical Outward Bound experience, a group of eight to 12 persons, under the supervision of an instructor, learn to meet the challenges of survival in the wilderness.

* * *

A HEALTHY mix of physical exercise and instruction in basic outdoor skills ultimately leads to the students solitary confrontation with nature in which he must survive, on his own, for three days without food or shelter.

There are also group activities in which the students are forced to rely on each other. Sliding down mountains on a rope means you have to trust the person holding the rope.

The entire experience is geared to making one push himself to the limit of his endurance. In the process, he discovers what that limit is.

In recent years Outward Bound has spread to teachers, especially those in the inner-city, who must meet stressful situations and need added self-confidence.

Now Outward Bound is exploring the possibility that the experience it offers might be helpful to students who are training to be teachers.

* * *

THEREFORE, THE Dartmouth Outward Bound Center has offered to foot the $400-per-student bill for the UB students.

Dr. Herbert L. Foster, associate professor of education at UB and the head of both graduate and undergraduate programs on inner-city teachering run in co-operation with the Buffalo Board of Education, explained his interest in the program:

"A good number of the kids in the inner-city schools come from very physical background," he said.

The teachers who confront these children are often afraid, lack self-confidence and can't relate to them, he added.

"If you expose yourself to the out-of-doors, it builds up your self-confidence," he said.

Dr. Foster, 30 years a camper himself, said that he expects the experience to increase the self-confidence and sensitivity of the students who will undergo it.

* * *

THE STUDENTS will be given attitudinal tests before and after the Outward Bound experience, he said, in an attempt to measure the effect it has on them.

His department is also considering making the Outward Bound experience a regular part of the UB teacher education program, he said.

The results of next month's experiment should have a major impact on those deliberations.

At this time all 24 positions are not filled and Dr. Foster is still recruiting.

Students at the Woodlawn & East Teacher Education Center will be given first chance to go, he said; then, students in the physical education program at UB and, finally, students at the Williamsville Teacher Education Center.

NEWSPAPER CLIPPINGS

Buffalo Evening News,

January 27, 1971, p. 13.

APPENDIX A

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APPENDIX B

NEWSPAPER CLIPPINGS

Rick Schwab, The Spectrum, January 29, 1971, p. 7.

The Spectrum, January 29, 1971, p. 7.

'Outward Bound' experience expands teaching capabilities

by Rick Schwab
Special to The Spectrum

A good teacher should be able to –

(1) Bend steel with his bare hands;

(2) Change the course of a mighty river;

(3) Survive three days in the wilderness of New Hampshire.

Most people agree that teachers should be tough, but certainly not supermen. Dr. Herbert L. Foster, an associate professor, Office of Teacher Education at the State University of Buffalo, thinks teachers-to- character.

So he has arranged for 24 students to participate in a 21-day "Outward Bound" experience in February. The students will journey to the Dartmouth Outward Board Center in Hanover, N.H., Feb. 15 and stay the Dartmouth Outward Bound Center in Hanover, N.H., Feb. 15 and stay

What is Outward Bound?

The program was born during World War II in Great Britain. It was found that young British seamen were underestimating their capacity to survive. Many young sailors died in lifeboats before they could be rescued while older, more experienced seamen, who knew their capacities, lived on. To help the younger seamen to learn their capabilities, an "Outward Bound" program was established in Wales. There, participants faced rigorous mental and physical challenges and learned about themselves.

What has this got to do with teaching?

In the early 60's Outward Bound was imported into the United States, and in 1968 a program was established for teachers. It was found that after teachers went through the program, facing stiff outdoor challenges, they could better relate to their students, they could better understand their students' anxieties and frustrations. The teachers became more relaxed, more emphatic, more permissive, more self-confident. Hang-ups disappeared.

In short, the program was successful.

The 24 UB students – yet to be selected – will be participating in the first program designed especially for students who are training to be teachers. Because Outward Bound is interested in the experience they face, the organization is absorbing the $400 per student cost.

The students will hike, mountain-climb and face other outdoor experiences leading up to a three-dayy "solo," when they face the wilderness with only bare essentials for survival.

Dr. Foster is in charge of the program along with Dr. William D. Loockerman, assistant professor in instruction and Dr. Diane L. DeBacy, a lecturer in instruction. The three will supervise the three-week experience.

Students participating in the course work at the East High School and Woodlawn Junior High School Teacher Education Centers will have first crack at the 24 openings for the program, along with students in physical education and students in the masters in urban education program. If any openings are left, other students will be considered.

Persons interested in participating should contact Dr. Foster at the Teacher Education Office, 319 Foster Hall.

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APPENDIX C

NEWSPAPER CLIPPINGS

Paul Price, Buffalo Evening News, March 31, 1971, p. 30.

BUFFALO EVENING NEWS 8.30 3-31-71 Wednesday, M

24 at UB Back From Wild With New Confidence

By PAUL PRICE

Twenty-four State University of Buffalo students who spent a grueling three weeks in the wilds of New Hampshire have returned to Buffalo and are benefitting from their experience.

The students, half of them in teacher education at UB and half in physical education, participated in an Outward Bound camp Feb. 15 to March 7 at the Dartmouth Outward Bound Center in Hanover, N. H.

Outward Bound, which grew out of World War II survival training in the British Army, challenges participants and helps them discover their physical and mental limits.

A typical experience includes roughing it, mountain climbing, learning to depend on members of one's "team' and a final solitary confrontation with nature in which one must survive on his own in the wilderness.

* * *

IN RECENT years Outward Bound has spread to teachers, especially those in the inner-city, who must meet stressful situations and need extra self-confidence.

It appears to work.

Susan Caldwell, a graduate student and substitute teacher in the Buffalo Public Schools, said: "It increased my self-confidence a lot. My spirit and attitude are better."

Mary Kaiser, an undergraduate who ran into a tree her first week at the center, said: "It's hard to put into words. I feel better about myself. If I can go into a classroom and know I can teach these kids, I really can."

Mary, who is student teaching at School 74, said: "Now I feel I can teach any kids."

Another UB graduate and sub teacher, Warren Felix, said that the experience enabled him to understand inner-city students better and relate to then more effectively.

* * *

"I COME from an authoritarian background," he said, "but now I try to let the kids set the direction of the class a little more."

"While subbing at one school, a fire started in a locker. I kept the class quiet, put out the fire and continued to teach. I don't know how I would have reacted before Outward Bound," he said.

Forcing one to depend on others for his safety of life and limb helps bring down some of the artificial barriers between persons, the students interviewed said.

"It's easier to be physical with the kids," Mary said. It's easier to put an arm around them and to talk to them. They respond better."

* * *

JOAN VALETICH, a physical education student, pointed to a side benefit of the program.

"I have more energy now than I used to," she said.

"I used to flop down on the bed after classes," she said. "Now I have more energy."

Susan, perhaps, summed Outward Bound up the best.

"It did a lot for me," she said. "One is more aware of his weaknesses and strengths living in the woods. Your survival is what you make of it."

That self-confidence and self-understanding help in the classroom.

Vegas Divorce Granted

Special to Buffalo Evening News

LAS VEGAS, March 31 — Nicholas Ortolano has been granted a divorce here from Mary S. Ortolano of 1 North Park Ave., Buffalo, whom he married in 1947 in Buffalo. The grounds cited were incompatibility.

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Phil Plubell, "Outward Bound:relevance!" éthos, March 4, 1971.
Volume 4, No. 25, p. 24.

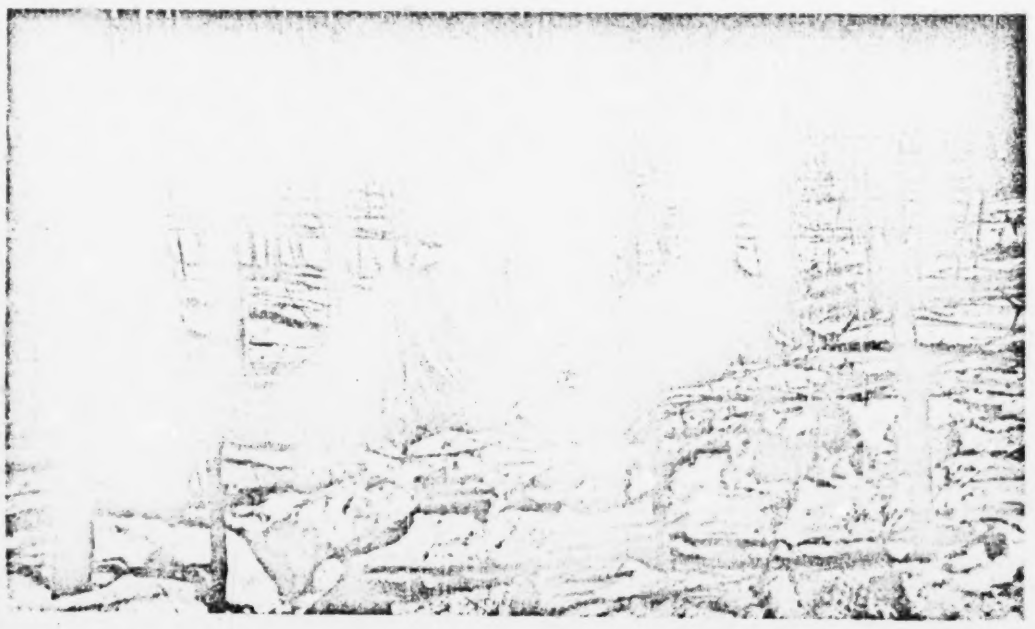
Outward Bound: relevance!

by phil plubell

"Is this a vast wilderness or is it only half-vast?" Loud groans go down the line as we hike up the mountainside. This is Outward Bound, and after six days on the trail the jokes are really getting poor.

Dr. Herbert L. Foster of SUNYAB has arranged for 23 students majoring in education to take part in Dartmouth College's rugged 21-day program in wilderness survival on the theory that facing the hardships and frustrations of this course will enable them to relate better to the students they will be working with in the inner city, many of whom will have problems difficult for a middle-class white teacher to appreciate.

Blizzard, blind, freezing, six-feet deep snow totally obscuring vision, and we are still in front of Norton Hall. This bodes ill for our journey. Hours and hours on icy roads with "white-outs," freezing rain, sleet, closed Thruway



sections, and a running discussion of Dr. Foster's educational philosophy interspersed with terrible jokes.

We eat in a Vermont diner and the scene is straight out of *Easy Rider* as we walk in, sporting long hair, beards, and lavender bell-bottoms. People are staring at us all through dinner (remember: just because you're paranoid doesn't mean someone *isn't* following you,) and it's good to get back on the road.

In New Hampshire, we ask directions to our motel, and a clean-cut ivy leaguer says: "I believe it's straight down the road, sir." "Sir?!" Wow! That must have been a Dartmouth student.

At the motel we take some tests. Dartmouth isn't absorbing the $400.00 per student tuition cost of this trip without getting some before-and-after data on us. "Do you like to jump out of bed as soon as you wake up?" The choices are "Yes", "No", and "Unsure". I unhesitatingly check "No." My bed-mate Bill Schneider checks "Yes". It looks like we're in for a personality clash. Monday morning at 6:30 he is up doing jumping-jacks. I can't believe it, but breakfast is at seven, so we dress, eat, and truck over to Dartmouth.

We are oriented, and broken into logging-camp-style "gangs" named after Paul Bunyan characters. I am in Peterson gang, named after a logger so strong he could pick himself up and hold himself out an arm's length.

After a short shopping break (there's no sales tax in New Hampshire!) we cram into a truck and drive to a point four miles from base camp. A four-mile hike across crusty snow to snowshoe-neophites is a trip. At base camp we pitched our tents on the snow, dug latrines, dragged in firewood from the road on a skid, and finally got to eat dinner. The blessing was "Mending Wall" by Robert Frost.

After dinner, Will Lang and Bob MacArthur oriented us to Paul Bunyan and to the correct use of an ax (squat as you chop – the arc intersects your shin otherwise,) and we go out to face our first night on the snow in the sub-freezing temperature. I bundle into my mummy bag and shiver all night on the lumpy snow. As one of Paul Bunyan's men once said, "The bunks weren't bad. I got up from time to time and rested." At 6 a.m. I strapped on

snowshoes and lost my way to the latrine in the dark. (In Fred Lubow's later evaluation, I couldn't navigate my way around a Monopoly board.)

After breakfast we pack our sleeping bags, tents, pads, clothing, utensils, rope, flashlights, other assorted gear and a four-day food supply into our backpacks, (are we really going to carry all of this on our backs?) and are driven to a drop-off point near Smart's Mountain, 17 miles away. Smart's Mountain is 3,240 feet high, and we climb to the top at night on snowshoes. The stars are beautiful, but the back-breaking, muscle-tearing climb gives us little time to appreciate them.

Near the top, there is a near-mutiny against the group leader, Jeff, when he tells us we must climb a seemingly impossible uphill grade. Someone asks whether the group is supposed to be goal- or process-oriented, but Jeff starts up the slope and we all follow since no one of us could survive ten minutes up here without his guidance. We make make it to the top and we make it down again. The next afternoon we are miles away and look back at Smart's Mountain riding high above in the distance. "Did we really climb *that*?"

"I'd rather wake up in the middle of nowhere than in the middle of any city on earth." – Steve McQueen's statement doesn't apply when one of your group takes suddenly sick. Most of us had fallen in love with Monica Florian by the first day, and we moved into action fast when she fell to the ground fighting for air and crying in pain with each breath.

Saturday we marched into base camp and dried out our socks and sleeping bags for the first time in a week. The sign on the tree says "Smart's Mountain: 17.5 mi." and we went a whole lot farther than that.

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Phil Plubell, "Off the beaten track," ethos, March 11, 1971.
Volume 4, No. 26, Pp. 9,13.

Outward Bound

Off the beaten track

by phil plubell

"Be careful with that cooking pot or you'll get updock on the bottom of it." "What's updock?" "Oh Nooooo!" I shouldn't have walked into that one, but our gang is on night watch, cooking breakfast for the seventy Outward Bounders camped here at a cabin in the New Hampshire woods, and at four a.m. my reflexes aren't too sharp. To get out of the cabin, I go on a water run to the stream with Mark Mac Vittie. Super-Mark doesn't really need my help, sonce the former SUNYAB football jock can lift a milkcan full of water with one hand. But I feel guilty letting him do it alone and, besides, it's a nice walk.

We light up the wood stove and for some reason the cabin starts filling up with smoke. Fortunately an experienced camper from the University of New Hampshire Outing Club has dropped in, and he points out that we've built the fire in the oven. Well, how were we supposed to know?

After breakfast we trek off for Franconia Ridge, the highest, most miserable climb we have encountered so far. It is uphill all the way, with heavy packs.

Quipping Kipling

Someone starts reciting Kipling: "When you can force your heart and nerve and sinew to serve your turn long after they are gone, and so hold on when there is nothing in you except the will that says to them, 'Hold on.' When you can fill the unforgiving minute with sixty seconds worth of distance run, Yours is the earth and everything that's in it, and what is more, You'll be a man my son."

The quote seems fantastically appropriate. Kipling must have been in Outward Bound. Behind me comes Linda Felix who is breathing heavily as she steps in my footprints to gain leverage on the steep terrain. "Footprints!" she groans. "All I see is footprints. I can close my eyes and still see footprints. I'm beginning to think I am a footprint."

Rich Vallone is hiking behind Linda, and we start a discussion of existential epistemology in relation to footprints and the three-toed sloth which is lurking in the woods beyond the trail. Linda breaks up completely, but gets worried when we come upon some tracks that really look like they were made by a three-toed sloth. I get a little edgy myself, until Jeff Rogers explains the unusual method of locomotion used by the snowshoe rabbit. (look that up in your Funk & Wagnalls.)

Finally we reach Liberty Springs Shelter, which has been torn down. Liberty Springs is frozen solid under five feet of snow, so we'll have to melt snow to make dinner. The view is magnificent, and as we dig latrines we pause to take in the incredible beauty of the setting sun on the panorama beneath us. We are at the edge of the tree line, and so have an unobstructed view of the mountains, lakes and valleys for miles around. When darkness falls, there is a light on the side of the mountain across from us. Who's over there? Who are those guys anyway? We flash H-E-L-L-O in Morse Code, but there is no response. They probably are sleeping, don't know the code, or are anti-social.

Knot Like That

In the morning, I wake up in a snowdrift. My boots are full of snow and my mummy bag is soaked and frozen. It's snowed during the night, and the storm is still going on. My tentmate Donna Puty and I are feeling pretty low until we hear Julian Rubenstein's voice from the next tent: "Goddamn! I knew that know wouldn't hold!" The tent which he, Bill Schneider, and Lydia Grieg occupied has collapsed on them during the night. "Hey you guys, a taut-line hitch is two loops towards the tree and one loop back." "Fuck you, Phil, get us out of here." "Your mother, Bill." (This last is the classical challenge to the "duzzins", a name-calling duel played in the inner city and much analyzed by the school-teacher contingent of our group. "Your mother is like the railroad tracks, Phil. She's been laid all over the country." "At least I know who my mother is, Bill." And so it goes until our group leader digs us out at 7 a.m.

Breakfast is watery Wheatina, and even this is a miracle in the sub-zero cold and freezing wind. The leaders decide it's too dangerous to go up above-

continued on page 13

continued from page 9

Beaten Track

the treeline, so we have to go back down the mountain. The command goes out: "Let's make like the good moving company and get the truck out of here!" We break camp in record time and schuss-boom down the trail, reaching the bottom by lunchtime and base camp before dinner.

Some of the Dartmouth people are into Japanese massage and we are very willing subjects. They're great, and we sit in a trance-like state when it's over.

After dinner, we build an igloo over a trench our group leader has dug to sleep in. He sleeps on his back with his mouth open, so it's all over in thirty seconds if it caves in. We can't wait for someone to come stumbling along at night looking for the latrine.

No one does, and in the morning we truck on out to the College Grant in the northern part of the state. We stop for gas in a small town store, and I gaze longingly at a pair of wool socks. (I burned a pair of mine while drying them over the campfire.) I have no money, and ask the store owner if she will extend credit to a complete stranger with no collateral. Didn't think so. (New England humor: "Hey farmer, does it matter which road I take to get to the College Grant?" "Not to me it don't.")

Lunch in the truck is sparse. "Hey Phil," syas Jeff Davies, "You have apple butter on your sleeve. Here, let me lick it off for you." And he does.

We hike about three miles on snowshoes to get to base camp. The woods are completely still and so quiet that Fred Lubow wonders aloud if we are inside one of those Christmas paperweights that you turn over to make snow. When we reach base camp, we empty our packs and hike back to the road for our food supply, singing early Beatles and Dartmouth drinking songs. After a 9-mile trek, dinner tastes great. Right afterwards we pitch tents and turn in.

In the morning, Fred is up early. "Hey man, it's 60 degrees out here. Your insulated tent is keeping the heat out. I've been up all night just waiting to get out of that warm sleeping bag."

Today we begin the three-day period of solo. Wish you were here.

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Phil Plubell, "Man solos against nature," ethos, March 18, 1971. Volume 4, No. 27, p. 25.

Outward Bound

Man solos against nature

by phil plubell

Solo. It is my third night alone in a lean-to shelter in the New Hampshire wilderness.

Three days ago our Outward Bound group split off the trail one by one, leaving only a bandana to mark the spot where we entered the forest alone. From that point on it was "solo". Shelter had top priority, so the first step was to make some lean-to poles from dead pine boughs and lash them together into a simple but adequate frame to be covered with a plastic tarp for water-proofing.

The next need was water, and since the snow my camp site rested on was the only source of this vital compound, digging a firepit by stamping down into the chest-deep snow was the next task. Using a snowshoe for a shovel, I quickly cleared a patch of ground, built a tripod from some pine boughs, whittled a pothook from some greenwood, and got a fire going with the aid of a handful of super-dry tinder stripped from a birch tree and dead "squaw-wood" from the tall pines which shelter my campsite. For the next couple of hours I melted snow into my billy can and dumped the resulting mixture of water, pine needles and assorted trash into my "storage tank", a hole in the snow lined with a plastic garbage bag.

5-calorie caramels?

After foraging around and eating buds for a while, I gave in and ate some Kraft caramel cubes from the 5,000 calories of food we were provided with in case snares and foraging failed, as our guides had predicted they would. If you've never chewed up a raw bouillion cube thinking it was a caramel, be thankful to your gods or star-sign. I cursed Aquarius and the people who wrapped the cubes. (You just can't get good quality cubes since Owsley retired. Goddamn the pusherman.) After dinner (The package said "Instant – Just Add Water," as if that was the easiest thing in the world) I went to sleep in my mummy bag under the lean-to, and woke up about four a.m. understanding the true meaning of the word ambivalence. Ambivalence is when nature is calling, and it's ten below zero outside, and you know that you're never going back to sleep unless you unzip your bag and risk freezing your bleep. Fred Lubow solved the problem by using baggies, but my only baggie was filled with grape gunk for breakfast drink. Everything came out all right and I learned not to drink much water before bedtime.

One thing about the wilderness is that there's no buffer zone between you and your mistakes. If you blow it, the wilderness teaches you fast and hard not to repeat the error if you want to keep on living.

In solitude

Homo Sapiens has been using technology as a buffer to protect him from his mistakes for too long. We're all part of the problem, and when the shit hits the fan, SDS will be buried just as deep as the KKK. The pig and the people are indistinguishable. As Pogo says: "We have met the enemy and he is us." If that didn't turn you off I could tell you of solitude, the Myth of Sisyphus, and the Noble Savage and drive you out of your wretched minds. But you'd only laugh, as Californians laugh at earthquakes and flowers at the soft atomic rainfall.

(Author's note: Heavy rapping isn't my usual writing style. The above is taken from my journal on the last day of solo and illustrates the effect of prolonged solitude on the mind.)

Men have killed themselves when faced with solitude and there were people in our Outward Bound group who either quit the program entirely or broke the rule of isolation to seek company rather than face the solo period alone.

In *Out of Revolution*, Eugen Rosenstock-Huessy writes that "nobody leaves hell all by himself without going mad."

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APPENDIX G

THE CASE OF JAMES SMITH

This paper was written by a State University of New York at Buffalo student who participated in the Outward Bound experience. The paper was written as a requirement for a statistics course.

Inquiry has ascertained that the paper is factual - not fictional.

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CHAPTER I

INTRODUCTION TO THE PROBLEM

Introductory Statement

James Smith is a college student who is unable to cope with many of the pressures of his life and society. As a result he often escapes to the world of drugs. He is indecisive and has little confidence in himself which results in his shallow relationships with people. He is insecure and therefore depends upon drugs for his false strength.

Statement of the Problem

James Smith is plagued with emotional problems that are preventing him from developing himself as an individual and leading a happy and productive life.

Purpose of the Project

The researcher intends to show that Outward Bound provided a setting in which James Smith could realize his strengths and weaknesses and set out to solve his own problems.

Hypothesis

James Smith's self-confidence would improve and he would discard his unacceptable mode of behavior since this behavior would be correctly perceived as an inadequate way of expressing himself.

Need for the Project

James Smith could not find meaning in his life or his existence. He found school to be totally irrelevant to his needs as an individual but was plagued with the pressures of society to get an education. He was defensive and couldn't relate to people because he was afraid to let people know him. He always evaded challenges because he was afraid of defeat. He never took that extra step because he was safer in not doing so.

Outward Bound puts meaning in an individual's life. It puts an individual

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into an encounter group setting and gives him an opportunity to let down his defenses and relate to people honestly. The development of competence and confidence in meeting the Outward Bound tasks becomes important. There is a strong desire to be able to deal with danger confidently. It becomes important to be able to face one's fears and still complete the task.

The student discovers aspects of his essential nature and thereby begins to develop character. Important ingredients of character are self-reliance, the desire to serve others, courage, self-discipline, realistic self-image, resourcefulness, will power, and appreciation of nature and man's place in it. This is what Outward Bound has to offer.

Limitation of the Project

Face Data

Name:	James Smith
Age:	20
Marital Status:	Single
Education:	College Junior
Race:	Caucasian
Religion:	Protestant
Others living in family unit:	Father, mother, brother, sister
Employment:	None
Physical Disabilities:	None

Definition of Terms

Outward Bound is a 21-26-day residential school conducted in an isolated wilderness setting. The typical course is for males and females ranging in age from 16 to 23 coming from a variety of racial, religious, educational, and socio-economic backgrounds. The curriculum contains a variety of primarily physical tasks geared to the resourses and demands of the school's setting. The tasks are meant to become increasingly

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difficult for students physically and psychologically. The school strives to challenge its students to go beyond what they considered (psychologically and physically) their limits.

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CHAPTER II

REVIEW OF RELATED LITERATURE

OUTWARD BOUND, INC.

JUVENILE DELINQUENCY DEMONSTRATION REPORT

YEAR END REPORT

MAY 31, 1967

The Massachusetts Division of Youth Service and Outward Bound Schools, Inc., have collaborated over the past three years in a program to determine whether an Outward Bound experience is an effective agent in reducing recidivism in adolescent delinquent boys committed to a juvenile correctional authority.

Sixty adolescent delinquent boys attended three Outward Bound schools during the summer of 1966. Thirty boys were sent directly from the reception center and thirty from training schools. All were paroled immediately upon completion of the 27-day Outward Bound course. Of the sixty boys, 12, or 20% have been returned to adult or juvenile institutions in a period of from 9 to 11 months for new delinquencies. This overall rate of 20% is approximately half the expected rate for boys this age during this parole period. Of the thirty from the Reception Center four have been returned while eight of the thirty from the Institution group have been returned. It would appear that Outward Bound is more effective with boys committed for the first time and as an alternative to institutionalization than for boys who have been institutionalized or have had prior parole failures. There is evidence to support the hypothesis that Outward Bound improves self-concept in delinquents. Evidence is offered that an action-oriented program with high excitement and danger has a greater reward value to adolescent delinquents than programs with more

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emphasis on intellectualizing and reflection on experience.

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FINAL REPORT

EFFECTS OF OUTWARD BOUND TRAINING ON URBAN YOUTH

This paper summarizes a psychological investigation into the effects of Outward Bound training on a group of disadvantaged inner-city youths. Outward Bound training aims to achieve an increase in motivation through the development of self. To accomplish this end, the training specifically embodies: a) the simulation of a series of ego relevant, optimally challenging problem environments; b) the utilization of superordinate goals as pedagogical techniques; and c) the occurrence of success as a consequence of persistent efforts to overcome barriers through mutual participation.

The development of mature interest involves specific attitudinal changes in achievement orientation, interpersonal relations, self-identity, and self-reassessment. The primary aim of this assessment has been to specify the operations for such attitudinal changes and to develop and carry out an appropriate evaluation program.

On the basis of this study, it was found that compared to a matched control group of students, and as a consequence of Outward Bound training, these inner-city disadvantaged students began to develop those attributes of character which act as a foundation for achievement motivation and for mature social participation. Specifically, compared to control students, the Outward Bound students show a significant change in attitude: a) in regard to themselves - perceiving themselves as more active, stronger, and generally more positive and less alienated; b) in regard to others - demonstrating more capacity to see others as individuals as well as a greater tendencey to view peers and teachers as more positive and helpful, accompanied by a more positive attitude toward participation; c) toward

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the possibility of their reaching generally positive goals as well as demonstrating a more mature goal orientation as expressed by greater flexibility of means. These findings were supported by cross-validating data attained from teacher ratings of both control and Outward Bound students.

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CHAPTER III

PROCEDURES

Subject:	James Smith
Apparatus:	Sleeping bags, back pack and frame, warm clothes, boots, snow shoes, wilderness area
Training Program:	Outward Bound
Collection of Data:	Interview with James Smith two weeks after his completion of the Outward Bound course

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CHAPTER IV

INTERVIEW WITH JAMES SMITH

Interviewer: What did you expect from Outward Bound?

James: I don't know. I heard about it from Dr. Foster and thought it might be fun. I was sick of school and thought a vacation sounded pretty good and I've always liked the outdoors.

Interviewer: Did you find it to be a vacation?

James: No! It sure wasn't. It wasn't easy and I didn't always like it. It was sometimes very hard and I wanted to leave but I'm glad I didn't. It was the most valuable three weeks in my entire life.

Interviewer: Why was it valuable?

James: I learned what life was all about there. Up until that time I was disenchanted with life and was merely existing and miserable in my existance. I couldn't relate to other people. I shrugged off all acquaintances and relating experiences as phoney. I never got anything out of relationships - but now I know its only because I never put myself into them. I was the one who was phoney. I was afraid - afraid to let people know me. "I am afraid to tell you who I am because if I tell you who I am you may not like who I am and it's all that I have." I read that in a book once. That was me, man. But I could never admit that to myself before - or to anyone else. I'm different now. I know who I am and I'm not afraid to tell you. I used to think I was a pretty worthless person - but not anymore - I know I'm worth something now. I was worth a lot to my gang up on that mountain, man. We got lost on top of a

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mountain on one of our expeditions. It was blizzarding and it got dark and we lost our trail. People started to panic - taking off in different directions. Nobody was thinking and it was resulting in chaos and it was getting dangerous. Well, I knew how to read the compass and maps - I learned the night before from our gang leader. So I got everybody together and found the trail to our destination in the dark. I was scared. Everybody was depending on me. I always copped out on challenges before and this was really a big leap for me. When I found our way back everybody was really happy and grateful. I really felt great, better than I have ever felt before. It was the first time in my whole life that I felt worth something. I'll never forget that experience or what it has done for my life.

After that I readily accepted challenges for the remainder of Outward Bound. Even when I was scared I made myself do it. Man, I was scared when it came time for rapelling. I knew it was going to happen and I knew that I would be terrorized because I was afraid of heights. I was never so scared in my life as when I was on top of that cliff and looked down. But I just couldn't let it get to me. I tied the rope around myself and shook but I did it. I got hung up in the ropes and came half way down upside down. Man, what a bummer! After I got down I heard someone say that we could do it again if we wanted to. It's ironic - I was literally shaking when I got off the ropes but I did it the second time - even though I didn't have to. I really think I'm a better person for it. I was ready to tackle anything after that.

Outward Bound was really a great experience for me. Sure

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I had hard times. Times when I fought with the people in my gang or times when I lost patience and got fed up with the cold and the hard work. Well, I made it and I'm glad I did.

I was really surprised as how well I got along with the people in my gang. We were really a together group. There was an inner group dependence and trust. We all worked well together and worked efficiently. We were honest with each other - that's something I've never been before - honest with people about myself. It's affected my life since I've been home. Man, I'm being honest with you right now and I'm not afraid that you won't like me for it. Can you understand that? Yeah - I'm sure you can - you went on Outward Bound too.

Interviewer: Did you take drugs before you went on Outward Bound?

James: Yeah. I did alot of dope before. I used to tell myself that it was just for kicks - that I liked the feeling I got from it. But it was only a rationalization. I was really becoming psychologically dependent upon drugs. I could escape from myself when I was high on dope and since I didn't like myself very much, I took alot of dope.

Interviewer: Have you taken any drugs since you've come back from Outward Bound?

James: Yes. Once - I took some just to see if I had really changed. I didn't like it. It provided me with only a false and temporary strength. I don't need it now - I'm strong on my own. I really feel better that I don't take dope anymore. I'm freer.

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Through the Outward Bound process James Smith:

a) increased his achievement orientation. His Outward Bound training brought an increase in interest in attending college;

b) increased his capacity to perceive and to take an interest in the points of views of others. He increased his ability to trust and respect and understand others;

c) increased his sense of self-identity. His self-concept became more positive. He had a decrease in feelings of alienation and a noted increased emergence of independence.

d) increased his capacity to see himself from other perspectives as well as an increase in processing new information about oneself.

These changes are intimately involved in both character development and the development of mature interest.

Outward Bound did not change James Smith. It gave him the opportunity and provided him with an environment to work out his own problems and learn more about himself and others and nature and life.

Outward Bound does not pose as an organization which solves the problems of all men and women. Outward Bound is not a place, it's a process and it's because it is a process that it is valuable. It's a process that does not end when you leave - it's a continuing way of life and for James Smith it's a much fuller and happier and more meaningful life.

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APPENDIX H (82)

DARTMOUTH OUTWARD BOUND CENTER

TO: Participants of D-11, February 15-March 7, 1971

FROM: Bob MacArthur, Course Director

Greetings and welcome to D-11. The following thoughts and the enclosed material will assist you in preparing for the course. Please follow them closely.

SOME DETAILS *Adhere to the clothing and equipment list strictly. You will be carrying everything on your back. Also, there will be no opportunity to purchase new batteries or toothbrushes or other items. In other words, improvisation is the name of the game if you abuse your gear. *If you arrive without accident or medical insurance, we shall take out a short term policy for you at your expense. *Take care of any dental or medical problems you have at present; you'll be a long way from help. *The reading list has been compiled with the requirements of the Dartmouth students in mind and is included for your own perusal. *We shall expect you to meet us promptly at 8:00 a.m., Monday, February 15 at College Hall (on the green). *Bring with you a $10 deposit for equipment. At that time we shall lock up your valuables for the duration of the course. *All financial transactions between you and Dartmouth Outward Bound must be completed before you draw equipment. *Any questions about these remarks or any other aspect of preparing for the course can be answered by calling us at 603-646-3259.

EXPECTATIONS You can anticipate a block of time completely set apart from your present routine - an experience that will be made up of new people, perhaps a new environment for some of you, and probably some anxious moments along the way. Most of the time we will not tell you very much, but you will become accustomed to this and will soon not need to know. We have an agenda, but we do not necessarily feel compelled to share it with you. You will receive instruction in skills and advice in matters of safety. You may expect to be pushed occasionally, to get angry with people, and to get frustrated over situations. You may also discover a certain purposeful madness within our process, a joyful spontaneity in people and nature, a new path or two toward self-perception, all kinds of feedback. Then again, it may all be a bummer. If we could tell you, what value would there be in the risk of following only a partially charted course? New horizons, new definitions, new boundaries, or circular arguments, familiar dead ends, unaltered egos? It's up to you.

21 January, 1971

RSM:gw

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APPENDIX I

DARTMOUTH OUTWARD BOUND CENTER

Pre-Course Notes - D-11
Feb. 15 - March 7, 1971

1. Your address will be:

c/o Dartmouth Outward Bound Center D-11
P.O. Box 50
Hanover, New Hampshire

Bring your own envelopes and stationary. We'll provide stamps out of your equipment deposit, and will see that mail comes and goes.

2. Physical Fitness:

While anyone who is admitted to Outward Bound courses should be able to undergo the physical demands, it will be easier if you come in some semblance of physical shape. It will be particularly beneficial -- and less painful for you -- if your legs and lungs are used to exercise. We recommend a daily workout of running, push-ups, pull-ups, and sit-ups.

3. Insurance:

We do not provide accident or medical insurance. Please make sure you are covered. Students who arrive without coverage will pay $1.50 per week for coverage taken out by DOBC on their behalf.

4. Equipment:

Please do not bring your personal equipment, as it is one of the conditions of the course that all use the same equipment. Do bring a $10 deposit fee, which will be refunded to you when you hand in your gear after the course. You will be held financially accountable for damage or loss of equipment issued to you.

5. Visitors:

Due to the mobile nature of the course and the development of the life of the groups it will be impossible to entertain visitors. Tell them you'll meet them Sunday afternoon, Feb. 7, March in Hanover.

6. Training Conditions on the Course:

Outward Bound is an experience out of context. It is an opportunity for things to happen within a particular framework which is removed from the everyday routine. This framework excludes the use of alcohol, smoking, or drugs. These training conditions reflect the value of self-discipline, the requirements of individual and group safety, and the reach of existing legislation.

7. Arrival:

Monday, February 15th 8:00 a.m. College Hall

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APPENDIX J

DARTMOUTH OUTWARD BOUND CENTER

Revised Winter Clothing and Equipment List

Each participant should bring:

footwear	leather boots or moccasins to wear indoors (to give feet and rubber boots a rest from one another)
✓ socks	2 prs. medium wool; 2 prs. heavy wool.
✓ underwear	3 sets
✓ long johns	1 pr. wool
shirts	2 heavy wool, or 1 wool and + 1 down undershirt, or 1 wool + 1 wool sweater
✓ outer jacket	1 warm, lightweight, wind and water resistant: ideally an insulated parka or down jacket
✓ face mask	knit, or balaclaba
✓ hat	warm with ear coverage
✓ gloves	with fingers - 1 pr. wool for cooking and general camp wear
belt	strong leather, no more that 1 1/2 inches wide; suspenders are optional
✓ handkerchiefs	3 large bandannas
✓ toilet kit	keep it simple
✓ chapstick	
✓ assorted band aids - 6	

eating equipment

- ✓ 1 coffee mug - polyethylene (avoid cheap polyethylene,
- 1 large bowl for eating - polyethylene
- ✓ 1 soup spoon
- 1 jackknife with can opener and leather punch

sunglasses

✓ non-metal flashlight - 2 cell alkaline batteries, bring extra

journal, pen and pencil

recommended - wool scarf
mason's cord

************************** PUT YOUR NAME ON ALL ITEMS **************************

Note: There is no store to purchase lost or forgotten items. Bring what you will need with you and take care of it.

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Winter Course

Clothing and Equipment List

Dartmouth Outward Bound will supply:

boots - 1 pair insulated rubbed
1 pair ski mountaineering

wool trousers

net undershirt

insulated undershirt

parka - nylon outer windshell with hood

buckskin mitts with wool liners

winter sleeping bag with stuff sack

ensolite pad

packframe and bag

tent

snowshoes - bearpaws with bindings

skiis - bindings and poles

other occasional or group equipment such as ropes, helmets, ice axes, compasses, whistles, candles, matches, etc.

**********PLEASE DO NOT BRING YOUR OWN CAMPING EQUIPMENT**********

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COLLEGE-AGE (SUNY, Buffalo)

15 February - 7 March 1971

CALDWELL, Susan
143 Burch Avenue
Buffalo, N.Y. 14210

CYPIN, Alice
15 Hill Lane
Levittown, N.Y. 11756

236 Merrimac St.
Buffalo, N.Y.

DRUCKER, Terry
10 Sullivan Drive
Jericho, N.Y. 11753

FELIX, Francis
16-24 202 Street
Bayside, N.Y. 11360

516 Mass Avenue
Buffalo, N.Y.

FELIX, Linda
16-24 202 Street
Bayside, N.Y. 11360

516 Mass Avenue
Buffalo, N.Y.

FLORIAN, Monica
231 Princeton Ave., Apt.3
Eggetsville, N.Y. 14226

FREEZE, Roslyn
409 Carmen Road
Amherst, N.Y. 14226

GREIG, Lidia
3758 Ewings Road
Lockport, N.Y. 14094

JOHNS, Andrew
RD 4
Canastota, N.Y. 13032

KAISER, Mary
300 Barr Street
Rochester, N.Y. 14613

440A Allenhurst
Buffalo, N.Y. 14226

LUBOW, Fred
93 N. Maple Street
N. Massapequa, N.Y. 11758

558 Englewood
Buffalo, N.Y.

McLANE, Kathleen
7479 Railroad Street
Lowville, N.Y. 13367

117 Winspear
Buffalo, N.Y.

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MacVITTIE, Martin
312 Robinhill Drive
Williamsville, N.Y. 14221

OLIVER, Clyde
2300 Ocean Avenue
Brooklyn, N.Y. 11229

409 Lisbon Ave.
Buffalo, N.Y.

PLUBELL, Philip
163 Garrison Road
Williamsville, N.Y. 14221

RUBENSTEIN, Julian
3967-D Sedwick Avenue
Bronx, N.Y.

Tower Hall
Box 998, SUNY
Buffalo, N.Y.

RUTZ, Donna
84 Rugby Road
Buffalo, N.Y 14216

SAMBERG, Peter
120-12 Dreiser Loop
New York, N.Y. 10475

SCHNEIDER, William
18 Ellish Parkway
Spring Valley, N.Y. 10977

756 Taunton Pl.
Buffalo, N.Y.

SHANNON, Timothy
7395 Park
Polaski, N.Y. 13142

159 W. Winspaur
Buffalo, N.Y.

SIMON, Miriam
465 Woodward
Buffalo, N.Y.

SMITH, Robert
10 Ontario Drive
Cheektowaga, N.Y. 14225

VALETICH, Joan
456 Hewitt
Buffalo, N.Y.

45 Shelley Ct.
Buffalo, N.Y.

VALLONE, Richard
81 Saranac Avenue
Buffalo, N.Y. 14216

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LOOCKERMAN, William
319 Dunshane Drive
Buffalo, N.Y.

FOSTER, Herbert
100 Sedgemoor Court
Williamsville, N.Y. 14221

DeBACY, Diane
300 Parkridge
Buffalo, N.Y.

BERTOO, Roy
324 Ward Road
N. Tonawanda, N.Y. 14120

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APPENDIX L

D - 11 Secondary School

COURSE LIST

15 February - 7 March 1971

ANDERSON, Sharon
Fox Farm Road
New Ipswich, N.H. 03071

ANDRUP, Elizabeth
Dorset, Vermont 05251

CARP, David J.
P.O. Box 322
Hanover, N.H. 03755

COLE, Peter
14 Moulton Road
Hampton, N.H. 03842

CURRIER, Michael
395 Winnacunnet Road
Hampton, N.H. 03842

DeROY, Allan P.
North Pond
Danbury, N.H. 03230

DEVERS, Albert J.
115 Cocheco
Dover, N.H. 03820

DENONCOUR, Anne
155 Franklin Street
Franklin, N.H. 03235

DRAKE, Mary A.
RFD #1, Box 75B
E. Thetford, Vt. 05043

ESTES, Walter E. Jr.
RFD 41, Box 268
Dover, N.H. 03820

GOHO, Becky
Box 272
Bothan Street
White River Jct., Vermont
05001

HAMMOND, Craig
77 Indigo Hill Road
Somersworth, N.H. 03879

HAYWOOD, Roland J.
Victory Drive
Franklin, N.H. 03235

HARVEY, Elizabeth
3 Tyler Road
Hanover, N.H. 03755

HEATH, Michael L.
Box 316
South Main Street
Ashland, N.H. 03441

HILL, Jo Ann
Box 102
Canaan, N.H. 03741

LeDUC, Richard
5 Salem Street
Nashua, N.H. 03060

MACUIRE, Robert
Webster Street
Franklin, N.H. 03235

MARGOLIS, Sue
Rennie Road
Lyme Ctr., N.H. 03769

NELSON, Cynthia
62 Post Road
North Hampton, N.H. 03862

ROCHELEAU, Michael
174 Central Avenue
Dover, N.H. 03820

RODDEN, James
242 Green Street
Somersworth, N.H. 03878

SULLIVAN, Michael K.
Beaver Meadow Road
Norwich, Vt. 05055

WARD, Don
20 Suzanne Drive
Portsmouth, N.H. 03801

WEEMAN, Celeste A.
3159 [illegible]
Shaker Heights, Ohio 44

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DARTMOUTH OUTWARD BOUND SCHOOL

READING LIST

A. Sociology - Psychology

* 1. Bettelheim, Bruno, The Informed Heart; Free Press, 1960. Response to stress in concentration camps.

2. Janis, I.L., Psychological Stress; Wiley, 1958. Perhaps second as close as anyone to providing a unifying theme on stress.

** 3. Kluckhohn, Samuel S., The Man Seeks Himself: Studies in Stress-Seeking; Anchor Doubleday 1963. $1.45

4. Lazarus, R.S., Psychological Stress and the Coping Process; 1966. Most comprehensive and recent. Excellent for further bibliography as well as for an overall try at formulating general theory.

* 5. Maclean, Alistair, H.M.S. Ulysses; The story of the crew of a British cruiser on the Murmansk run in W.W. II under stress to the edge of treason and their return to action, with the whole range of personal responses to extreme stress.

6. Shepherd, Clovis R., Small Groups; Chandler, 1964. (paperback) Good brief introduction to sociology of small groups.

* 7. Sherif, Muzafer, In Common Predicament. For competition and cooperation in intergroup relations.

8. Whyte, William F., Street Corner Society; University of Chicago Press, enlarged ed., 1955. Part I and Part III, for insight into the structure of small informal groups.

B. Education

1. Gardner, John, Excellence; Harper and Row, 1961.

** 2. Graham, Robert, "Outward Bound"; Dartmouth Alumni Magazine, December, 1970.

3. Holt, John, How Children Fail, Delta, 1964.

* 4. LaFontaine, Barbara, "Babes in the Wood," Seattle Sunday, July 11 and 18, 1966.

5. Lewin and Grunau, Education and Social Change: Papers on Democratic Education; Wiley, 1941.

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* 6. Holt, A.S., Summerhill; Hart.

* 7. Postman, Neil, and Weingartner, Charles. Teaching As a Subversive Activity; New York: Delacorte Press, 1969. (91)

8. Phenix, Philip H., ed., Philosophies of Education, Wiley, 1963.

C. Philosophy

1. Erikson, Erik, Childhood and Society.

2. Erikson, Erik, Identity: Youth and Crisis.

* 3. Frankl, Viktor, From Death Camp to Existentialism.

4. Freud, Sigmund, The Problem of Anxiety.

** 5. Fromm, Erich, Escape from Freedom.

6. May, Rollo, The Meaning of Anxiety.

7. Tillich, Paul, The Courage to Be.
Non-philosophers skip Chap. 1; non-theologians skip Chap. 6.

D. Man and Environment

1. Augenstein, Leroy, Come, Let us Play God; Harper & Row. Title speaks for itself.

2. Calder, Nigel, Technopolis; Simon & Schuster. $7.50 This book is "a brilliant polemic on the one essential factor necessary for survival..."

* 3. Commoner, Barry, Science and Survival; Viking Press. $1.55 This book although heavy on nuclear disarmament, hits virtually every dirty trick alienated man could pull on his environment.

* 4. Goodman, Paul, Growing Up Absurd; Vintage, 1960.

** 5. Hoopes, Ned, and Peck, Richard, Edge of Awareness; $ .60 Some 25 essays articulately dealing with the search for meaning and identity. (Selection can be made)

6. Hoopes, Ned, ed., Who Am I? Dell. $.75 Some 27 essays dealing with various kinds of estrangment afflicting modern man. Uneven in many ways, but a great paperback. (Some are musts, others forget.)

7. Laing, R.D., The Divided Self; Penguin. $1.25. A "heavy" study of the human situation. Although principally dealing with schizophrenia, the models developed say much about all our false selfs in an existential analysis of personal alienation.

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* C. Watts, Alan, Nature, Man and Woman; Random House (Vintage) $1.65 He maintains that "Hostility to nature is characteristic of our culture, and is in part of our personal anxiety and loneliness, our fear of feeling, and our reluctance to love."

B. Literature and Poetry

1. Brautigan, Richard, Trout Fishing in America.

2. Bronte, Emily, Wuthering Heights.

3. Conrad, Joseph, Heart of Darkness.
* Lord Jim
Nigger of the Narcissus.
Typhoon.
** Youth.

* 4. Golding, William, Lord of the Flies.

* 5. Hemingway, Ernest, The Old Man and the Sea.

6. Johnson, Samuel, Rasselas.

* 7. Kesey, Ken, One Flew Over the Cuckoo's Nest.

** 8. Lansing, Alfred, Endurance; Avon, 1953. The story of Ernest Shackleton's Incredible Antarctic expedition.

9. Lawrence, D.H., The Plume and Serpent.

10. Melville, Herman, Moby Dick.

* 11. Sundmann, Per Olof, Flight of the Eagle; Pantheon, 1970.

12. Emerson, Ralph Waldo, Collected Essays.

13. Thoreau, Henry David. The Maine Woods.
** Walden.

* 14. Dickey, James, Poems 1957-1967.

15. Hughes, Ted, Collected Poetry.

16. Lawrence, D.H. Poems.

* 17. Pound, Ezra, trans. Anglo-Saxon Lyric Poetry.

18. Roethke, Ted, Collected Lyrics.

19. Whitman, Walt, Song of Myself.

20. Wordsworth, William, Prelude.

* Particularly recommended.

** To be completed by the start of the term.

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APPENDIX N

TRANSCRIPTIONS OF STUDENTS' COMMENTS TAPED ON THE BUS
ON THE WAY BACK TO THE UNIVERSITY FROM OUTWARD BOUND

These comments were transcribed from the actual tapes:

"I thought it was really physically hard for me. It was very stressful if that's what they were trying to do. . .

"When I signed up for Outward Bound, I remember reading something about producing stressful situations and stuff like that and I figured - well they can't make it too hard because any average type person would have to be able to do it and I figured I was in a little better shape than just an average person. And, oh that's all. I just didn't expect it to be so continual. Like, I figured maybe like an hour of really, you know, really hard exercises or you know really tiring work but I didn't expect to be doing things like constantly like all day. Like hiking for five hours and then setting up tents then waking up and cooking breakfasts and, you know, it was just so continual like I my being a physical person. I enjoy doing physical things but it just wasn't what I expected at all."

"I hope I'm more optimistic about myself and other people. I think that I'll be able to react with people more effectively because I've learned more things about myself. It's sort of like I learned as much in three weeks here as I learned in half a year in therapy. . .I think it was realizing a great experience.

"It seemed to me that Outward Bound was accomplishing in one week what T groups, encounter groups, and sensitivity groups attempt to achieve in a

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full year. I thought that Outward Bound under the anxiety and crisis conditions was achieving this within one week.

"I think it's one of the greatest experiences I've ever had. I want to go back. . .I really found there is no such word as can't. . .Anything that a person says that they can't do - other than being physically of not capable of doing it. You decide it. When you say that you can't climb a mountain. The only reason that you can't is because you think that you can't. Not because you can't."

"The rapelling was a completely different experience. I mean when I was going over that cliff and saw that there wasn't anything underneath me man I just - I knew it was doomsday. I thought I was gonna die.

"You know, I felt I was losing the grip on the rope and my knee was hanging out and I said, 'Oh my god - it's writing the will day for me!'

"But when I went over and I was on the way down it was the greatest feeling. Just knowing that I went through it and that I didn't die."

"You look straight up and you know you gotta go up there and you gotta hang onto the trees to get up over this ledge. You know, you say at the end of the hill there is no way I can do it. Then half an hour later you are up there.

"On the way up you're mad and you're swearing and all that. But man, when you get up there you're feeling really great. And, every time when something like that would come up I would find myself that I wouldn't be that stressed anymore. It would come a little bit easier. I could contain myself and put up with it more. And found myself helping other people.

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"Who said you had to do it?

"I say I had to do it. Because it was a challenge to me to do this. To cop out. . .would be a disappointment in myself. And, I just couldn't disappoint myself. I've got too much pride to do that.

"The fact that we were in a group situation. And, working with individuals who were strangers to me made me realize a few things about myself. In that I really don't know that much about myself.

"You can only see yourself from what other people tell you about yourself. The reactions and vibes I got from the individuals in my group told me something about myself."

"He was absolutely terrified of heights. At first he said he wasn't gonna go over. He didn't want to climb up the hill to go over the ledge. Everybody had done it and I guess. And, I guess group pressure made him climb the hill. And, he got into the harness. He really had to be talked down.

"He would move out on the ledge a few feet. He would look up and smile, and he would crack a nervous joke. He came up and said, 'Pull me a little tighter. Hang on to the belay.' And, everyone was really pulling for him.

"I knew he was gonna do it. And, I wanted him to know it. I said, 'I'm gonna see you at the bottom!' And I ran down to the bottom. I was waiting there.

"As soon as he came down, I ran up and gave him a tremendous hug. He was just like this, you know, he just couldn't believe that he had done something like this. That was really a fine moment.

"The group itself tested me. They tested me in certain ways though not on purpose. But like - my pace is a lot quicker than like 90% of our group.

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I always wanted to be on my own and go out, but I knew I had to stay with the group for certain reasons - safety and whatever - you know. Like I had to adjust myself it was a great adjustment for me to become part of the group.

"Because out in the woods I really feel like being on my own. I don't want to be bogged down with anything. I want to be free to explore either side of the trail that I choose and I had stand on a certain trail for a centain length of time. The physical demands weren't challenging at all to me. But mentally, at times, it was challenging because of the group stresses.

"I thought I knew students fairly well and related to them fairly well and after going through this very interestingly I guess I can empathize more with students now, because I realize they have the same problems that everyone else had at their age and that sometimes when they get a little loud and do a little yelling about things, it may be just a little more of an expression of the problem than getting at them.

"I got some kind of satisfaction out of really exerting myself and, . . .I didn't realize it then until we got to the top of Diamond Peak. Sandy said to me, 'Well, don't you feel better. . .having done this? Don't you feel really good?'

"Like, I was so pissed, I said no. And, like, now that I look back on it I see that I know I really did accomplish things - something in my own terms. And, yeah, I think it would really be like a good thing. You know, I think everybody gets a certain amount of satisfaction out of real physical exertion out of really putting themselves through something that's just hard for them. I think it would be a good thing.

"I think another thing Outward Bound did for me. I thought I had things kind of figured, you know, put down to a little science and everything and kind of I was half content, you know, like, ignorance is bliss or something, you know, and not really searching for anything. I was half content with

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what I had. I think, um, Outward Bound kind of shock up - not my value system - but it made me think a little more that, you know, maybe there is something to be said for doing things just for the challenge or just for what you may get out of it.

"I was very much impressed with what Will read. 'It's not Ithaca, it's what you experience on the way there.' And, I think, you know, I really began to understand last night that maybe it's not the eventuality but it's what you get on the way there. And, I think, it's really important. For me, it kind of shook up my complacency. I'm kind of in a state of flux right now and maybe it's really a good thing, you know, I'm starting to think things out maybe not too deep.

"You said to me I took the easy way out and I think you were very right. I admit it, I think it confirmed a lot of doubts. Things I had figured about myself it confirmed them. I can't say, you know, I came to any new realizations but I think the things I had it really developed about myself - I took the easy way out, that, you know, I had a really bad case of apron strings, and I think it really proved to be very true."

"I never had any camping experience and to think about sleeping outside is one thing but to actually experience it is another. I had never done it - let alone in the winter. And, like, it was really hard for me that four-or-five-miles hiking up the thing like I cried most of the way. It was so much for me I couldn't actually believe I was doing it. And, I got up there and, like, it was cold and there were not toilet facilities and I had expected some kind of lodgings facilities and it was so much more than I had expected it just overwhelmed me and I just gave up. I just had no desire to continue on and I figured - if I can sit down now and its gonna get rougher why not

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stay. Because I had no desire to finish the course. I didn't want to finish the course. . .

"As I think back on it now, I really think it was kind of - I felt very guilty for leaving. I rapped with so many people before I left and, like, I was really hasseled I think that made me really feel guilty that I was leaving the group that I got so tired of hearing the word cop-out in relation to my going home I just went right up a wall.

"And, I really feel that it was kind of indoctrination. They made me feel guilty and this carried over. It carried over on the way home and when I got home I really began to think about it and I was talking to kids in school they said, my God you're out of your mind, why are you going back? And, I would, you know, tell them that I really felt that I really wanted to finish the program and accomplish it. And they said you know none of this is an orignial idea it sounds like something that you have been indoctrinated in. It sounds like somebody else's propaganda that you're just repeating and like I passed it off and then, but when I got back I realized that thats what had really drawn me back.

"I really had a bad hassel. I really didn't sleep for three nights, I was upset, and I was really miserable and irritated and I figured, you know, how long can I go on with this so I'll go back and I'll try it so I went back.

"I think another thing was that I had no way to go back and it was kinda like negative psychology. There was really no way for me to go back. And, the more impossible it seemed the more I wanted it. Anything you can't have you want that much more.

"My mother's car wasn't functioning. It would cost $160 to rent a car, finally, we came to the idea of flying. And, I've never flown before, so, I, well fly. You know. The more impossible it seems for me to get up there the more I wanted it and I guess thats why I was up there.

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"I think, another thing I called Will too and he seemed really excited. I said you know I wanna come back to Outward Bound and like his comment was, 'My God, what ever do you want to come back here for!' I think it really overwhelmed him that I decided that I wanted to return.

"I definitely think I'm more motivated. I'm a person who gives up very easily. I'm spoiled, I'm a little bitch, I know it. I've had everything done for me all my life. . .

"You know, it's like, if you wanna sleep tonight you get that tent up and to have that responsibility myself I think was like really good for me. Or, like, if you wanna eat you fix your supper, you know, if you wanna fire you get the wood. And, I think it was really good because I've always been waited on hand and foot all my life and, I think, I'm not, I'm a very lazy person, I think it runs in the family or something. But I'm really a very lazy person I feel that having, you know, having gone through what I did and finally completing the program. I think, you know, it'll motivate me more to complete the things I undertake because there are an awful lot of things I've started that I haven't finished.

"In society. . .you always look for a justification for doing something. Because, there are very few things, at least for me that are really worth justifying. . .And, I see there is no justification so I don't do things.

"But on Outward Bound I never found myself really asking, 'Why do we do things?' Only in the beginning when I first got there - I came in with different attitudes. . .But, I found myself not asking why. . .You do because it is just pure physical exhilaration. It's just a constant mental high from doing it.

"The people in our group really had the feeling that you could do anything.

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In Outward Bound there is no such thing as can't or it's impossible. It's always you can do it. There is no stopping you.

"I think the snow show marathon race at the end was like the culmination of everything in Outward Bound. I really thought it was a good thing. . . because you tend to push yourself. It's a four-or-five-mile course and you are running on snow shoes up hills, down hills, whatever. You are falling all over the place and you are having a great time. And, you don't say I can't run anymore and I can't make it up the hill. It's always I can make it - I can do it. There is nothing to stop me. And, there is no such thing as I will run later or I won't run as fast now and save it for later. You push yourself constantly.

"I think it will effect me forever, because you learn to tolerate people. And, more than tolerate people you learn to want to get to know people who are different from you. . .I guess that Outward Bound is a very intense experience because you are pushed together for 21 days and you are living together for 21 days, but it sort of made me realize that people have a lot to offer. And, that relating to people is a very important thing. And, it is a lot more important than anything else.

"There was physical stress but there was also psychological development and there is a great emphasis on that. I found at least that living in the woods for that amount of time there is no emphasis at all on what people - peoples' intelligence is - how smart you are - how stupid you are. There is no other world besides the woods and your environment. And, the only thing you have to do is to relate to people. For me, at least, that was a really good thing. Because, you have to relate to people it's a necessity. Because that's all there is to do. There is nothing else to do. I thought it was a good thing."

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"I can see a purpose for that rule now. It would become, or it might become too easy for some other people to say I've got this or I've got that. And, I didn't realize that until we ran the marathon. When I saw myself. When we were running uphill I was complaining bitching this is horrible - why am I running this stupid course - it's ridiculous. And, as I was coming downhill my spirits were up and it was just amazing the contrast and some place along the way I decided that the important thing now was to finish the marathon. I just went ahead and came in. I finished. I didn't come in any special place.

"Oh yeah, it means a lot. For instance, I found that the people look at me a leader. Something I used,I use,to dream about, you know, I'd say boy that would be nice because at political rallies and things at U.B. I would always say to myself or to my friend what I thought would be good things to say - good courses of action. Here at Outward Bound - I did it. And, people listened to what I had to say, they looked at me as having the right suggestion maybe at the right time and in speaking with Jeff (co- gang leader) he got the same impression. . .

"It opened my eyes in a lot of ways in that I didn't really listen to a lot of things people said. I'd be so busy with my own head saying what I wanted to say that I might not listen to another suggestion. So, I've been more aware of it now. Listening to what other people have to say.

"Just looking around at the woods. I remember when we first went into the second grant I saw green and I saw white on the hills and I was impressed with how still everything was. On solo I saw the shades of green I saw the sun, I saw amber, I saw so many different colors. I just opened up completely.

"It was really a great thing. It's hard to say exactly what Outward Bound is gonna mean to me tomorrow. But it was really a great thing. I wouldn't trade this for three weeks at school."

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"I think Outward Bound helped me learn more about myself and learn how I appeared to other people and showed me what I think of myself in subtle ways. . .One thing I learned is that it depends upon what you let happen to yourself. If you allow other people, you know, I tend to let other people tell me what to do. And, you know, I have to learn how to be more aggressive with people and to protect myself.

"Well, the first step for me was learning about that. Now the next step is for me to work on this.

""I think I knew about this before. But Outward Bound really came out into the open. And in the last couple of days I've been doing things. Like, when a person told me something that really pissed me off and I was able to let him know that I resented it and you know that was a big thing for me. And I was able to tell one person in my gang who I had a great deal of conflict with why I didn't like him. I had a long talk with him and we sort of talked things over. Those are like big things for me.

"Just the whole thing. You slept out in the snow for three weeks. That's really indredible to me. It still hasn't sunk in yet. And, what I did physically, is really amazing to me even though I'm a physically active person. I'm physically active in sports because I like to play basketball. I like to play football, I like to run and stuff like that. But I don't like to climb mountains. Man, that's no fun all all, you know, and I forced myself to climb mountains and do the stuff that I didn't like to do.

"And, I like the feeling I got after rapelling off the cliff. You know, like I said as I tied on to the thing and stepping down. I believe in God for the first time in ten years. Cause I was really scared. And, when I got to the bottom I was really thrilled. It was really a great feeling to do it.

"I would say that it was physically taxing for any normal person and

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that you really had to be willing to push yourself beyond what you thought your limits were. . .You have to be willing to improvise and you have to be willing to take lumpy ground to sleep on it, you know, if that's all there is. You have to make do. You have to learn to live with people in close surroundings."

"I've learned how to put up with stress. . .control my temper. . .how to get along with other people. . .to work with them in general. . .I think probably the greatest thing is this self-control over my own emotions and my temperament. Patience with myself and other people. Putting up with other people's quirks."

"We had one incident with Monica where she had trouble breathing the one day at lunch. We were just ready to break camp from lunch and she had a great deal of trouble breathing because she had pain in her chest and she had had a cold all along.

"She showed a real lot of spirit to keep going because she had been sick since the first day of basic. And she kept going and kept going. Finally it caught up to her and she was really hurting that day.

"To see the group before that experience and after that experience was something else. Because before we were sort of - at times we were together. Like when we were setting camp we were together because everybody. . .sort of knew their jobs after the second day. A couple people had to set up tents and some people had to dig a latrine and some people had to dig the fire pit and other people went to get fire wood and then when tents were set up everybody went for fire wood and water. And everything like that.

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"But after that experience. At that time when Monica was hurting, everybody at once pitched in for the same thing without being told without having someone up there directing - 'get this,' 'get that,' 'this has to be done,' 'that has to be done.' Everybody sort of instinctively knew what had to be done and went about doing it in a very orderly fashion. . .

". . .after that experience with Monica, I think the group felt more together mentally. We were together physically before this. But it takes an emergency to really pull the strings on a group's feelings toward one another."

"Given an individual who is not physically oriented. Given an individual who does not know what his limitations are what his capabilities are. Given an individual who has never had to extend himself. Put this individual in a class of 30 black youngsters who are physically oriented who do know what their limits are who do know what their capabilities are who know very little fear, physical connected fear.

"Outward Bound has a very definite place because it's got to get this teacher physically oriented. If you're going to teach in an inner-city school I'm firmly convinced that you have to come to the realization that black youngsters are physically oriented they're participants in sports they're participants in physically exhausting sports and unless you know how far you can extend yourself, I think you're going to miss the boat with some of them.

"Possibly, you know, long hikes of stress producing, tension producing situations tend to make people more aware of their capabilities. Tend to make people aware of their limits. In this respoect I think Outward Bound does have a definite place in Woodlawn. Also, if it makes a teacher more

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aware of the gap between him and his students, as it made me aware of the gap between me and other members of the group. If this same teacher is then able to cope with that gap, to recognize the gap, and to handle the gap, and to try to get together with the student, that's what Outward Bound taught me, so in that respect I feel Outward Bound has a definite place in a program like Woodlawn.

"I think he should become involved in an Outward Bound program at least twice. Once before his student teaching experience to sort of get a grasp of what he can possibly do or sort of make a base for himself - sort of a confidence. Because that's one of the biggest failures of a teacher today is his lack of confidence in himself.

"Then after they have had some teaching experience. Maybe after their first year or second year if they like, or maybe after five or ten years they could go back for another experience.

"I could talk about solo. For me that was like. It showed me what I was. You know, I wasn't surprised to find that I was doing things I was doing like a great deal of my time I occupied making soup. You know, and thought to myself, wow, you know that makes sense. When I'm home and I'm bored or, you're scared I make food, I eat. And, I slept, I stayed in the bag until they came and told me I had to get up. And, that made sense to me too because when I get depressed, you know, I sleep a lot. And,... ."

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"Every experience you have effects you in some ways. So I imagine. . . just thinking about how much more I've done in the last three weeks. Like every single day there was just so much physical acitvity like more than I've ever done before and it makes you realize that you can do a lot more than you have been doing. And, I feel a little more independent than usual. It seems like I'm always depending on somebody for something or doing something with somebody and oh I don't know, I just feel like I went out and I did this by myself, and I don't know maybe it does make me feel a little more independent."

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STUDENT COMMENTS CONCERNING STUDENT-FACULTY RELATIONSHIPS

"I would like to have the professor in the gang with me before I had them in class. That way you would be on the same basis. They are not your superior right away. You are starting out on the same plane. But then they know something more and they can give to you. Otherwise when you see a professor and you have him in class. . .Then he starts out he is supposedly way above you.

"Then when we were back there all the professors were on the same level with the students and that was it. . .

"That way you could share common things. Something I know I could give to him. He knows his subject that he is the professor in that he can give it to me and I'll understand it more."

"We kinda like helped each other too in different stress situations. I know that Doctor Loockerman was having trouble with snow shoes. And I had trouble climbing hills and he had trouble going down them. And, we kinda like helped each other. . .it was really great. Because. . .right there you are equal and you are both helping each other like in the classroom you know, he is there and what ever he says goes. . .While up there (on Outward Bound) you are equal and everybody helps each other. You work side by side with them. Like getting firewood, cooking a meal, helping him on with his pack. And, he would help me on with my pack. It was really great."

"The professor and his students should do something together that neither knows how to do."

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"All the gangs should have been mixed. It was really nice to have Dr. Loockerman because I had him in class and I got to see the other side of him.

"I didn't care for him that much in class; he was a tyrant. I was kind of afraid of him. But it really was nice to get to know the other side of him. I like the man now and I respect him for what he is in class and I respect him as a person cause I could see the other side of him. Our group as a whole was really sorry to see him go because he added so much to our group. It was just really nice to get to see the other side of a college professor."

"We were sharing the same experience and, I think because of that we, being different people, we reacted differently and we got to know one another. More than we would, say, in the classroom where we don't share common experiences. This is beneficial because you get to know your professor not only as an instructor but as a human being. And this is very important."

"In the Outward Bound situation both the college professor and the students were, in effect, students. The college professor was reduced, so to speak, to a student level that he was learning from the instructors at Outward Bound. So, even in the classroom when you know that you are all in the same boat and you are all learning and you have to learn together it gives you that common bond.

"You all learn from each other."

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"One night we were by the camp fire and Dr.Loockerman and some of our gang members were sitting around talking about drugs. And, quite a few kids in our gang that did use different types of drugs. And he came up to me and said, 'Boy this is really a new experience for me. Just listening to kids more or less.' I'm kinda putting this in my own words but trying to relate what he was trying to say to me - that was a new experience for him to listen to kids to be more or very informal about their experiences with drugs and it was just a new experience for him to listen to something like that. And, he found it very interesting."

"You get to know him more on a personal basis. You eat, you sleep with him, you walk with him. Just the whole thing. At night, you know, you are sitting around the campfire you are talking, you are in more of an informal atmoshpere you are more honest and frank with each other. . .You stay up later at night and you get to shoot the bull for awhile and you really get to know each other.

"And, I really think it helps them to relate more to our level. Because, let's face it, like, they are college professors and they haven't been students, what , for years.

"And, it's the same thing, like, I haven't been a high school student for a long time and that is why I wish maybe like we had high school students so you kind of relate. And kind of remember how people reacted at that age. You know - their interests."

"Diane DeBacy was in my group. I only had one encounter with her before this. It was sorta like, she had camping experience and I sorta looked up

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to her to put my snow shoes together. . .right in the beginning when it was all new, you know, like, I sort of watched her for her reactions. Then as we got going, I don't know, she was just another person in the gang. She did her share - she did more than her share probably.

"We have gone through an experience in which were - we dealt each other as human beings, you know, as equal human beings. That can only provide for a better relationship!"

TABLE I

PRE- AND POST-SCORES OF MALE'S ON THE

THURSTON TEMPERAMENT SCHEDULE

Trait	Active		Vigorous		Impulsive		Dominant		Stable		Social		Reflective	
Subject	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	10	14	9	10	6	4	2	1	3	5	3	2	11	7
2	12	10	13	13	12	12	4	6	9	10	12	10	10	11
3	11	10	7	9	8	11	14	9	5	3	13	15	9	9
4	14	17	9	7	9	7	7	10	3	4	9	3	13	11
5	11	10	6	8	13	15	2	4	7	11	12	15	13	14
6	9	10	5	10	8	10	9	13	12	16	13	12	5	7
7	17	17	12	13	15	18	9	11	14	14	5	10	6	9
8	10	10	13	15	7	10	2	4	14	15	8	5	4	5
9	13	11	18	17	14	15	19	19	13	15	15	16	11	14

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TABLE II

PRE- AND POST-SCORES OF FEMALES ON THE

THURSTON TEMPERAMENT SCHEDULE

Trait	Active		Vigorous		Impulsive		Dominant		Stable		Social		Reflective	
Subject	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	18	19	13	14	14	16	15	16	14	14	14	10	10	11
2	13	15	13	14	12	14	4	7	9	13	11	16	6	9
3	8	9	12	16	11	10	11	17	8	11	10	17	8	6
4	15	16	7	8	7	8	9	9	4	4	3	6	10	14
5	8	3	11	14	6	7	3	3	5	4	8	9	6	5
6	15	13	14	14	12	16	14	14	7	9	15	15	11	8
7	9	5	6	10	6	8	8	8	11	14	13	14	5	6
8	12	11	5	7	9	6	10	10	6	9	11	12	7	6
9	11	9	8	9	10	12	8	9	11	15	5	6	8	15

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APPENDIX Q

TABLE III

PERCENTILE SCORES OF PERCENTILE TRAITS

MALES (N=9)

	PRE			POST		
Trait	Low	High	Mean	Low	High	Mean
Active	35	98	70	47	98	72
Vigorous	4	97	33	16	93	43
Impulsive	4	77	32	1	99	45
Dominant	4	98	36	1	98	43
Stable	2	83	35	2	94	50
Social	1	73	25	0	84	24
Reflective	8	91	57	14	95	64

FEMALES (N=9)

	PRE			POST		
Trait	Low	High	Mean	Low	High	Mean
Active	29	100	76	1	100	64
Vigorous	28	97	80	50	100	91
Impulsive	4	75	24	4	91	35
Dominant	3	87	49	3	91	59
Stable	4	82	33	4	89	51
Social	0	62	17	2	85	27
Reflective	18	81	49	18	98	60

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APPENDIX R

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TABLE IV

MEAN DIFFERENCE BETWEEN PRE- AND POST-PERSONALITY TRAITS

MEN (N=9)

Trait	Pre	Post	Diff.	t
Active	11.89	12.11	.22	.32
Vigorous	10.22	11.33	1.11	1.51
Impulsive	10.22	11.33	1.11	1.51
Dominant	7.55	8.55	1.00	1.11
Stable	8.89	10.33	1.40	2.31
Social	10.00	9.78	- .22	.02
Reflective	9.11	9.66	.55	.72

WOMEN (N=9)

Trait	Pre	Post	Diff.	t
Active	12.11	11.11	-1.00	1.24
Vigorous	9.89	11.78	1.89	3.90*
Impulsive	9.67	10.78	1.11	1.64
Dominant	9.11	10.33	1.22	1.79
Stable	8.33	10.33	2.00	3.21*
Social	10.00	11.67	1.67	1.60
Reflective	7.89	8.89	1.00	.94

* P.05 = 2.31